

Summit Public Schools  
Summit, New Jersey  
Grade Level/Content Area: Spanish Grade 5  
August 2013

Course Description:

This Grade 5 Spanish course is designed to develop students' communicative skills by using the target language in meaningful ways to accomplish real-life tasks. The language objectives in this course focus on providing students with opportunities to both extend and apply their prior knowledge of thematic vocabulary in the target language through the completion of problem-based learning tasks in Spanish. Each problem-based unit is designed and based on an authentic product for students to showcase their knowledge, interpretation and response to real life experiences in Spanish. The tasks incorporate the three modes of communication, the interpretive mode, interpersonal, and presentational placing the primary emphasis of instruction on the context and purpose for communication.

Students will successfully communicate personal information about themselves, while making connections with other people in their family, classroom, across the district and around the world. This course is designed to accommodate varying levels of language proficiency as defined by the American Council of Teachers of Foreign Languages. The course is aligned to the New Jersey Core Curriculum Content Standards for World Language 7.1.

In addition, the 5<sup>th</sup> grade Spanish curriculum provides students with a rich cultural background of the Spanish-speaking world. Students will broaden their awareness, acceptance and understanding of cultural perspectives, products, and practices in Spanish-speaking countries. During the year, emphasis will be on developing language skills with interdisciplinary connections to social studies, science and math topics or skills that include (but are not limited to): knowledge of geographical locations, cultural influences, weather, as well as collecting and recording data.

## Unit 1: Identity – Introducing Yourself and Getting to Know Others

<b>7.1 World Languages:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
<b>Big Ideas:</b> In this unit, students will develop oral and written communicative skills to describe their identity, their physical descriptions, likes and everyday experiences.	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
1. What ways can we effectively communicate in the target language?  2. How do people connect with one another?	Students will understand that...  Speaking is not the only form of communication.  Letter writing is an important skill in expressing ourselves and communicating with others.  Personal identity is developed through experiences that occur within one’s family, one’s community and culture at large.
<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
Students will:  7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.  7.1.NM.A.2	<b>Instructional Focus:</b> In the target language students will...  Define who they are and what they want others to know about them.  Students will connect with grade level peers using Spanish for written communication.

Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3

Recognize a few common gestures and cultural practices associated with the target cultures.

7.1.NM.A.4

Identify familiar people, places, and objects based on simple oral and/or written descriptions

7.1.NM.A.5

Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

7.1.NM.B.2

Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.4

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1NM.B.5

Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NM.C.4

Present information from age-and level-appropriate, culturally authentic materials orally and or in writing.

Students will effectively communicate their identity. (Describe activities that they enjoy, their age, name, physical traits, what school they attend and birth date.)

**Sample Assessments:**

- Answer comprehension questions about a model letter written by a Spanish teacher from another Summit School.
- Write a short physical description of oneself.
- Write a letter to another 5th grade student.

**Instructional Strategies:**

*Interpersonal*

- Scavenger Hunts - Promote conversation to learn about their peers interests and basic personal information (i.e. birthday month, age, physical traits, favorite colors, sports, and food number of siblings/family members).
- Drawing dictation with a partner.
- Orally describe the physical characteristics of your family members to a partner, using a photo from home where possible.

*Presentational:*

- Write description of self and other students must guess the identity of the student based on the written description.
- Mime a sport or activity and classmates must guess what it is.
- Present a favorite photo reflecting himself, herself or a family member and share three sentences in the target language based on the photo.

*Interpretive*

- Read and respond to a model letter written by the teacher.
- Identify classmates' interests and identities by reading their letters.
- Express and identify shared interests through responding to

	<p>the received letter.</p> <p><b>Group Task:</b> PBL see task statement</p> <p><b>Technology Integration:</b>  <a href="http://spanish.speak7.com/spanish_letter_methods.htm">http://spanish.speak7.com/spanish_letter_methods.htm</a> (how to write a letter)</p> <p><b>Global Perspectives:</b> Identify and discuss other ways to find and connect with pen pals from around the world whether by written means of correspondence or technology (i.e. <a href="http://www.studentsoftheworld.info">www.studentsoftheworld.info</a>).</p> <p><b>Culturally Responsive Teaching:</b>  Survey students on how they communicate including email, social media, telephone, and letter. Share personal experiences on how students have built and maintained relationships with people at a distance.</p> <p><b>Interdisciplinary Connections:</b>  Letter Writing: Students will apply their letter writing skills and review all parts of a friendly letter such as greetings, body and closing.</p>
<p>The following skills and themes listed the right should be</p>	<p>21<sup>st</sup> Century Skills:</p> <ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Critical Thinking and Problem Solving</li> <li>Communication and Collaboration</li> <li>Information Literacy</li> <li>Media Literacy</li> <li>Life and Career Skills</li> </ul> <p>21<sup>st</sup> Century Themes (as applies to content area):</p>

	<p>Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>
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## Pen Pals



When was the last time you wrote a letter? Most forms of communication today are driven by technology and it seems we've lost the art of letter writing. We often write to share a moment or a photograph, make plans or exchange short pieces of information. Can you think of a time when you picked up a pen and paper to write to another person about your life, family, and friends?

It's your last year in elementary school and next year you will be meeting new classmates from a different school all over Summit. What do you want other students to know about you? What do you think is important to share? What would you like to know about your future peers?

You will need to write a letter to another 5th grade student from another school in Summit. Your letter will include information such as: name, birthday, the school you attend, your family, what you look like and your likes and dislikes. We will then exchange letters with another class and you will be responsible for reading a letter from another student and responding to him/her.

**Unit 1:** Identity – Introducing Yourself and Getting to Know Others

## Objectives

SWDAT share personal information using both oral and written language.

## Culture

- Culturally significant sports from Spanish speaking countries.
- Prominent sports figures from Spanish speaking countries.

### Vocabulary

- **los meses del año**
- **números** 1-30
- **miembros de la familia:** mamá, papá, mascotas, hermano/a, tía/o, abuela/o, primo/a
- **deportes:** el béisbol, baloncesto, fútbol, fútbol americano, hockey, lacros, la gimnasia, la natación, la equitación, el voleibol, el tenis
- **pasatiempos:** leer, cantar, escuchar música, bailar, jugar video juegos, dibujar, cocinar, pasar tiempo con mis amigos, ir de vacaciones, ver la televisión, comer
- comida:  
frutas, vegetales, pizza, chocolate, helado, pollo, hamburguesa, sushi, comida china/tailandesa/mexicana
- **Physical Descriptions:** alto/mediano/bajo, ojos: azules/verdes/castaños/marrones/negros, pelo: castaño/marrón/negro/rojo/rubio/corto/largo/rizado/ondulado/liso
- **Materias/asignaturas:** matemáticas, lectura, escritura, español, educación física, música, arte, ciencias, estudios sociales, computadoras

### Language

- Greetings: Hola, ¿Cómo estas? Buenos/as Días/Tardes
- ¿Cómo te llamas? Me llamo \_\_\_\_\_.
- ¿Dónde vives? Vivo en (dirección).
- ¿Cuántos años tienes? Tengo \_\_\_\_\_ años.
- ¿Cuándo es tú ... ? Mi cumpleaños es \_\_\_\_\_.
- Voy a la escuela \_\_\_\_\_.
- ¿Cuántos \_\_\_\_\_ tienes?
  - Tengo (nombrar familiares).
    - Ej. Tengo un hermano, se llama Juan.
- ¿Cómo se llama \_\_\_\_ ? \_\_\_\_\_ se llama \_\_\_\_\_.
- Me gusta (pasatiempos)
- ¿Qué te gusta comer? Me gusta/n (comida).
- ¿Eres alto o bajo? Soy \_\_\_\_\_.
- ¿De qué color son tus ojos/pelo.
  - Tengo ojos\_\_\_\_\_/Tengo pelo\_\_\_\_\_.
- ¿Cual es tú asignatura favorita?
  - Mi asignatura/materia favorita es \_\_\_\_\_.

#### Letter Writing Language

- ¡Espero conocerte en sexto grado!
- Querido compañero,
- Atentamente, Sinceramente,
- Tu amigo/a,

## Unit 2: Niños Unidos

<p><b>7.1 World Languages:</b></p> <p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
<p><b>Big Ideas:</b> In this unit, students will use the target language to describe various aspects of their school and develop strategies and materials to foster community outreach to help others in need. In addition, they will collect and sort school materials they receive as donations.</p>	
<p><b>Essential Questions</b></p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><b>Enduring Understandings</b></p> <p><i>What will students understand about the big ideas?</i></p>
<ol style="list-style-type: none"> <li>1. How can I enhance my connections with people through language?</li> <li>2. In what ways can I help others who are less fortunate than me?</li> <li>3. How can we be good citizens in our own community?</li> </ol>	<p>Students will understand that...</p> <p>Language requires you to solve problems.</p> <p>Helping others is an essential part of being a community member and global citizen.</p> <p>Individuals may live in different parts of the world and have unique situations, but all humans have the same basic needs such as food, shelter and an education.</p> <p>Nouns and articles in Spanish are gender and number specific.</p>



<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
<p>Students will:</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.3</p>	<p><b>Instructional Focus:</b> In the target language students will...</p> <p>Describe what materials they have and use on a daily basis in school.</p> <p>Identify who works in their school and where they can find different people throughout the building.</p> <p>Design a campaign strategy to collect school materials for a school in need.</p> <p>Correctly quantify nouns in Spanish with accurate usage of gender and number.</p> <p><b>Sample Assessments:</b></p> <ul style="list-style-type: none"> <li>• Posters, video message and school announcement.</li> <li>• Create a chart to document the materials that have been collected.</li> <li>• Exit Ticket: write a sentence used in the Battleship game.</li> </ul> <p><b>Instructional Strategies:</b></p> <p><i>Interpersonal</i></p> <ul style="list-style-type: none"> <li>• Interview peers about the names of their teachers in previous grades and record responses.</li> <li>• In groups students describe how many school objects they have and create a chart as a class.</li> <li>• Ask and answer questions about school staff and where in the school they are using the Battleship template.</li> </ul> <p><i>Presentational</i></p>

Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4

Present information from age-and level-appropriate, culturally authentic materials orally and or in writing.

- Create posters to be hung throughout the school in order to persuade others to participate in the drive.
- Write and orally deliver an announcement or a video message to share information about the drive with the school.
- Different groups are responsible for tallying the donations of different materials and then must present the results to the class.

*Interpretive*

- Read a description of where a member of the school community is and correctly place that person on a map of the school (ex. La bibliotecaria está en la cafetería: student must find the name of their librarian and place it on the correct spot on the map). After, students will compare their maps with others to see if they completed the task correctly.
- Answer comprehension questions about authentic flyers for charitable collections in the target language.
- Compare and contrast information about class materials represented on the chart.

**Group Task:** PBL see task statement

**Technology Integration:**

- Set up a classroom Blog - Answer Question of the Day
- Excel Spreadsheet: Record quantities of school supplies by group and graph (Excel or Inspire Data)
- Imovie: Create public service announcements/commercials to be shared school-wide and compile video and pictures of the entire donation initiative.

**Global Perspectives:** Identify various organizations that help others worldwide.

**Culturally Responsive Teaching:**

	<p>Discuss or write a journal entry how they have helped someone in need or a time when they have experienced need themselves and who did they go to for help. (Focus on question words Who, What, When, Where, Why, and How in the target language)</p> <p><b>Interdisciplinary Connections:</b> Collecting, charting and graphing data to share results with the class and school</p>
	<p>21<sup>st</sup> Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21<sup>st</sup> Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>

## Niños Unidos



Have you ever donated anything or thought about those who are less fortunate than you? Here in Summit we often take up collections for people who would benefit from our generosity. From bake sales, to clothing drives and coin jars, we support a variety of organizations. We are fortunate to live in a community where basic school supplies are given to us. Unfortunately, many schools right here in New Jersey don't have enough funds for materials such as pencils, notebooks, and erasers.

As 5th graders, you are going to design a campaign to collect school materials for communities in need. Your task is to create an awareness of the cause and spread the word to your fellow classmates, teachers and parents in order to gain their support in the form of donations. How would you do this?

You will create campaign materials such as: posters, announcements, publicity videos, and collection boxes that could be used to reach your goal. We will be donating the proceeds (all the materials we collect) to New Jersey schools and towns in need. Remember the more you collect, the more people you can help!

## Unit 2: Niños Unidos

### Objectives

#### SWDAT:

1. Create a public service announcement in the target language to collect school materials that will be donated throughout New Jersey.
2. Share the information through oral and written presentations in Spanish using verb TENER
3. Accurately express quantity using nouns and articles/numbers that agree in number and gender.

### Culture

Organizations around the world that help others in need

### Vocabulary

- **Materiales escolares:** lápices, plumas, cuadernos, libros, papel con rayas, papel blanco, tijeras, pegamento, mochilas, crayolas, marcadores, estuches, reglas, carpetas, borradores, alfombra
- **Lugares de la escuela:** salón de\_\_\_\_, biblioteca, oficina, cafetería, gimnasio, baños, pasillos, despacho
- **Verbos:** necesitar, ayudar, recolectar, donar, cortar, escribir, dibujar, leer,
- **Fecha:** mes, día año.
- **Personas que trabajan en la escuela:** maestra/maestro, director/directora, secretaria, conserjes, enfermero/enfermera, maestra(o) de\_\_\_\_\_, bibliotecaria(o)
- **Números:** 0-100
- **Detalles:** ¿Quién? ¿Dónde? ¿Cuándo? ¿Qué?

### Language

#### For Poster, video etc.

- Necesitamos (materiales escolares).
- ¡Ayúdanos a recolectar materiales escolares!
- ¡Necesitamos tu ayuda!
- Por favor dona (materiales escolares)
- ¡Gracias por tu apoyo!
- Tienes hasta el \_\_\_\_\_.
- La caja de colección está en (ubicación: biblioteca etc.)
- Tengo/Tenemos ocho cuadernos. (número + object)

#### For Battleship (Bombs Away Template)

- El maestro (Señor Sanchez) está en\_\_\_\_\_.

#### Preguntas:

¿Quién esta/trabaja en \_\_\_\_\_?  
 ¿Dónde esta/trabaja en \_\_\_\_\_?  
 ¿Cuántos hay/tienes \_\_\_\_\_?

### Unit 3: Mi Casa Renovada

<p><b>7.1 World Languages:</b></p> <p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
<p><b>Big Ideas:</b> In this unit, students will learn vocabulary related to furniture, rooms of the house and the additional features of a home. They will use the target language to describe a house that they design.</p>	
<p><b>Essential Questions</b></p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><b>Enduring Understandings</b></p> <p><i>What will students understand about the big ideas?</i></p>
<ol style="list-style-type: none"> <li>1. How does your home meet the needs of your family?</li> <li>2. What makes homes unique and different?</li> <li>3. How does where you live influence how you live?</li> <li>4. How does word order impact meaning in Spanish?</li> </ol>	<p>Students will understand that...</p> <p>Homes vary based on families' needs and preferences.</p> <p>Culture and geography influence the way homes are designed.</p> <p>The use of foreign language for personal enjoyment, travel, work and enrichment encourages life-long language learning.</p> <p>Nouns, adjectives, and articles in Spanish are gender and number specific.</p>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
<p>Students will:</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic</p>	<p><b>Instructional Focus:</b></p> <p>In the target language students will be able to...</p> <ul style="list-style-type: none"> <li>• Identify the different rooms of the house and the</li> </ul>

information sources related to targeted themes.

7.1.NM.A.2  
Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3  
Recognize a few common gestures and cultural practices associated with the target cultures.

7.1.NM.A.4  
Identify familiar people, places, and objects based on simple oral and/or written descriptions

7.1.NM.A.5  
Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1NM.B.5  
Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NM.C.1  
Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.3

furniture inside.

- Describe the house they design by sharing what each room of the house looks like.

**Sample Assessments:**

- Write a short description of one room from the turn and talk activity.
- Create a floor plan and a written description of each room.
- Orally present the written description in an iMovie slide show.
- Journal Writing: Writing sentences describing the rooms in their own homes currently.

**Instructional Strategies:**

*Interpersonal*

- Compare and contrast your own bedroom in a pair/share activity.
- Drawing dictation of a floor plan using sizes and quantities.
- Turn and Talk about photos shared from authentic resources or guided tours or their own home.

*Presentational*

- Create a house/floor plan based on photos provided and share written description orally.
- Create an imovie incorporating a walk through and narration of the home.
- Share out journal writing about their homes.

*Interpretive*

- Answer questions and describe homes in different Spanish speaking countries.
- After reading classmates home descriptions and do a comparison with their own.
- Gather information to answer comprehension questions

Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4

Present information from age-and level-appropriate, culturally authentic materials orally and or in writing.

using authentic advertisements for homes on the market in Spanish.

**Group Task:** PBL see task statement

**Technology Integration:**

- Google Earth - Used to explore houses, neighborhoods and communities around the world. Teachers will create a Google tour.
- Drawing Program- Use a drawing program for students to create floor plans and then export to create a storybook.
- Internet Virtual Tours - Use authentic sites of homes around the world to practice describing rooms and explore cultural differences in homes.
- Guided Tours Photos and 360 View: Use realtor websites to incorporate authentic images of homes currently for sale and estimate prices of homes.

**Global Perspectives:**

- Research homes, neighborhoods and communities in Spanish speaking countries to discuss cultural and geographical differences.

**Culturally Responsive Teaching:**

- Show and tell something special that culturally represents the student's homes. This could include a favorite piece of artwork, cultural artifacts or kitchen appliance etc.
- Students can share pictures of places they have lived around the world or across the United States.

**Interdisciplinary Connections:**

- Mapping out floor plans applying concepts of area, perimeter and drawing images to scale.
- Comparing currency and using numbers in the



	<p>100,000's</p> <ul style="list-style-type: none"> <li>• Making connections between climate, location and how regional needs impact different kinds of homes and buildings around the world.</li> </ul>
	<p>21<sup>st</sup> Century Skills:  Creativity and Innovation  Critical Thinking and Problem Solving  Communication and Collaboration</p> <p>21<sup>st</sup> Century Themes (as applies to content area):  Financial, Economic, Business, and  Entrepreneurial Literacy  Civic Literacy  Health Literacy</p>

## Home Makeover



Have you ever seen Extreme Makeover: Home Edition? A deserving family wins the opportunity to have their home transformed by a team of professional builders and designers. Sometimes the houses are rebuilt from scratch and the designers match the decoration of each room to the personalities of the people who live there.

Well, congratulations! You have won an extreme home makeover for your house, but there is one catch...you are the designer! If you could change or add anything to your house, what would it be? Would you add bedrooms, make your kitchen bigger or build something in your backyard?

You have unlimited resources to build the home of your dreams for you and your family. Your job is to create a floor plan and a written description that includes all the rooms of your house as well as the furniture, the decoration and any additional features like a pool, basketball court or patio. Show us what we will see when we “move that bus!”

## Unit 3 : Mi Casa Renovada

## Objectives

SWDAT:

1. Describe a redesigned home both orally and written in the target language.
2. Use adjectives correctly to describe the home

## Culture

Home designs and locations in Spanish speaking countries

### Vocabulary

- **Cuartos de la casa:** dormitorio, baño, comedor, cocina, sala, ático, sótano, jardín, patio, garaje, balcón
- **Muebles:**
  - **Dormitorio:** cama, clóset/armario, cómoda, escritorio, silla, televisión
  - **Baño:** ducha/tina, lava manos, espejo, inodoro, toalla
  - **Sala:** sofá, silla, mesa, lámpara, alfombra, cortinas, cuadros
  - **Cocina:** refrigerador/nevera, lavaplatos, horno, fregadero, gabinetes
  - **Comedor:** mesa, sillas, mantel, cortinas
  - **Sótano:** sofá, televisión, juguetes,
- **Números** 100-100,000's cien, cientos, mil
- **Adiciones a la casa:** garaje, piscina, jardín, ventanas, puertas, techos altos, aire acondicionado, calefacción, cocina con mármol, pisos de madera, paredes (color), cancha de baloncesto, campo de fútbol/tenis, gimnasio, cuarto de juegos, 2/3/4 pisos, chimenea
- **Adjetivos:** grande, pequeño, alto, bajo, los colores, viejo(a), nuevo(a), moderno(a), elegante, antiguo(a), informal, casual, divertido(a), bonito(a), feo(a)
- **Cercanía a:** parque , escuela, la estación de tren, las tiendas, el supermercado
- **Ubicación:** Ciudad, pueblo, campo, estado, país
- **Precios y moneda basada en el país:** dólares, pesos, euros

### Language

- ¿Dónde esta la casa?
  - La casa esta en \_\_\_\_\_.
  - La casa esta en (dirección) cerca a (la escuela Franklin, el parque etc. )
- ¿Cuántos \_\_\_\_\_ tiene la casa?
  - *Sustantivo + tiene + número + sustantivo*  
La casa tiene dos baños. O Tiene dos baños.
  - Mi casa tiene dos baños.
  - El dormitorio tiene una cama grande)
- ¿Cómo es la casa/dormitorio/baño?
  - *Sustantivo +es + adjetivo*
  - La cocina es moderna. La casa es antigua.
  - *Sustantivo + adjetivo* (ventanas grandes)
  - Summit es un pueblo pequeño.
- ¿Cuántos \_\_\_\_\_ hay?
  - Hay \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_.  
*número sustantivo adjetivo*
  - Hay cinco dormitorios grandes.
- ¿Cuánto cuesta?
  - El precio de la casa es \_\_\_\_\_.

**Unit 4: La Ropa-** Learn about traditional clothing from Spanish speaking countries and design your own clothing line

<p><b>7.1 World Languages:</b></p> <p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
<p><b>Big Ideas:</b> In this unit, students will develop communicative skills in the target language to describe clothing worn by different people around the world including themselves. In addition, they will talk about seasons and weather and how they directly relate to what people wear and how they determine fashion needs and/or trends.</p>	
<p><b>Essential Questions</b></p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><b>Enduring Understandings</b></p> <p><i>What will students understand about the big ideas?</i></p>
<p>1. How does the clothing of a place reflect the culture?</p> <p>2. How does where you live influence how you dress?</p> <p>3. What role does gender play in describing clothing in Spanish?</p>	<p>Students will understand that...</p> <p>Clothing worn around the world varies among and within cultures.</p> <p>Seasons and weather conditions affect what we wear.</p> <p>Nouns, adjectives, and articles in Spanish are gender and number specific.</p>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
<p>Students will:</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources</p>	<p><b>Instructional Focus:</b></p> <p>In the target language students will be able to...</p> <ul style="list-style-type: none"> <li>Describe different articles of clothing and</li> </ul>

related to targeted themes.

7.1.NM.A.2

Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3

Recognize a few common gestures and cultural practices associated with the target cultures.

7.1.NM.A.4

Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5

Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2

Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.4

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5

Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other

accessories by color, size and other attributes.

- Identify the four seasons and the weather that is characteristic of each season.
- Use correct word order and gender agreement when adding adjectives.

**Sample Assessments:**

- Exit slip describing typical clothes worn during each of the four seasons.
- Written description of the clothes the student is wearing that day.
- Written description of clothing line.
- Oral presentation of one outfit.

**Instructional Strategies:**

*Interpersonal*

- Describe the color, size and attributes of different articles of clothing to a partner.
- Turn and Talk: Describe classmates' clothes to a partner and the other must guess which classmate it is.
- Create a class chart of student's personal favorite clothing items after surveying the class through Q & A.
- Pair Share: Provide an oral description of an outfit from a magazine to a partner and see if their drawing matches.

*Interpretive:*

- Listen to a description and choose the correct outfit being described or the appropriate season.
- Read a description of the weather and select the appropriate clothing and accessories that should be worn.
- Read a description of an outfit and identify the correct visual or image from authentic

content areas.

7.1.NM.C.4

Present information from age-and level-appropriate, culturally authentic materials orally and or in writing.

7.1.NM.C.5

Name and label tangible cultural products and imitate cultural practices.

resources/media such as a magazine. You can use cultural clothing from different Spanish-speaking countries and have students predict the country of origin.

- Examine typical clothes, traditional and modern, worn in different Spanish speaking countries and compare and contrast.

*Presentational:*

- Share - out the outfit the student is wearing that day and describe the clothing of a peer at their table.
- In small groups share photos of their favorite seasonal outfits and describe what they are wearing in each picture.
- Present one outfit orally during the class fashion show.

**Group Task:** PBL see task statement

**Technology Integration:**

- Using an online drawing program to create an outfit.
- Create a presentation of their clothing line (They could use PowerPoint, Pixie, [www.storybird.com](http://www.storybird.com), or create a poster in Word/Publisher.)

**Global Perspectives:**

Comparing the similarities and differences between traditional clothing worn in Spanish speaking countries.

**Culturally Responsive Teaching:**

Exploring the evolution of clothing through generations using examples of clothing worn by students' grandparents, parents, and themselves.

	<p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>• The impact of weather, seasons and geographical location with respect to appropriate clothing in different countries.</li> <li>• Explore the history reflected in traditional clothing.</li> </ul>
	<p>21st Century Skills:</p> <ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Critical Thinking and Problem Solving</li> <li>Communication and Collaboration</li> <li>Information Literacy</li> <li>Media Literacy</li> <li>Life and Career Skills</li> </ul> <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> <li>Financial, Economic, Business, and Entrepreneurial Literacy</li> </ul>

#### Unit 4: Semana de la de Moda Summit 2014 (Summit Fashion Week 2014)



What type of clothing do you think of when I say Adidas, Armani, North Face, Juicy Couture, Roxy or Gap? Different clothing lines make clothes for different purposes. Some make clothes for playing sports or doing outdoor activities, others make clothes for formal occasions or casual clothes for everyday wear. People buy clothes from certain stores based on the trends, their budget, the style of a certain designer or because they need the clothes for a specific activity.

Your team is going to create a clothing line and display your designs at Summit Fashion Week 2014, La Semana de la Moda de Summit 2014! First, you should decide if your clothing line will be active, formal, or casual wear. Your fashion line must include examples of designs from all four seasons, summer, fall, winter and spring. Be sure to think about the accessories and items that will accompany each outfit and consider the colors you want to use. Once you name your clothing line and design the four outfits, your team will present the line at the runway show during La Semana de Moda de Summit 2014.



## Unit 4: Semana de la Moda Summit 2014

### Objectives

SWDAT:

1. Create a clothing line including a creative name and a description of various seasonal clothing by category
2. Provide an oral and written description of each outfit using appropriate adjective endings and word

### Culture

Examine clothing from various Spanish speaking countries  
Compare & contrast seasons and weather in different parts of the globe

### Vocabulary

- **Estaciones del año:** primavera, otoño, invierno, verano
- **Tiempo:** Hace frío, Hace calor, Hace fresco, Está soleado, Está nublado, Está lloviendo, Está nevando, Está ventoso.
- **Temperatura:** números 1- 100 \_\_\_\_ grados
- **Ropa:** chaqueta, abrigo, impermeable, suéter, pantalones, camisa, camiseta, blusa, vestido, falda, botas, zapatos/de deporte, tenis, sandalias, vestido/traje de baño, pantalones cortos, calcetines, medias largas, sudadera, guantes, manoplas, bufanda
- **Accesorios:** joyas: aretes, collar, reloj, pulsera, sombrero de sol, gorro de béisbol, gorra (invierno), gafas de sol, sombrilla, paraguas, cartera, raqueta de tenis, maletín, bicicleta, monopatín
- **Colores**
- **Adjetivos:** cuadriculados/tartán, multicolor, con rayas, con flores, animales, corto, largo, semi-largo, con bolsillos grandes, botones, puntos, de lunares
- **Categorización:** casual, deportivo, elegante y de noche
- **Números ordinales:** primero, segundo, tercero, cuarto, quinto

### Language

- ¿En qué estación estamos?
    - Estamos en \_\_\_\_\_.
  - ¿Qué tiempo hace hoy?
    - Hace \_\_\_\_\_.
    - Está \_\_\_\_\_.
  - A cómo esta la temperatura?
    - La temperatura está a \_\_\_\_grados.
  - ¿Qué ropa llevas hoy?
    - Yo llevo \_\_\_\_\_.
    - sustantivo/adjetivo*
    - Yo llevo pantalones azules, una blusa rosada larga y zapatos negros.
  - ¿Qué ropa usas en el invierno/otoño...?
    - Yo uso/llevo \_\_\_\_\_
- La Colección/La Semana de la Moda:**
- La línea de ropa se llama \_\_\_\_\_.
  - La colección es de \_\_\_\_\_ (estación).
  - Esta ropa es \_\_\_\_\_. (categoría)
  - El primer/segundo/tercero/cuarto diseño es de \_\_\_\_\_ (estación).
  - Lleva \_\_\_\_ (ropa + color/adjetivo), \_\_\_\_ (ropa + color/adjetivo), con (accesorios) y (accesorios).

