

Fifth Grade
UNIT 1: Take Me Out To The Ballgame!

I can do everything from Grades K-4 plus...

UNIT PERFORMANCE OBJECTIVE 1:

I can understand, talk and write about sports that I and others play.

PERFORMANCE INDICATOR 1.1

I can describe sports of other cultures and my own.

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
“Daily” Learning Targets		Language Chunks	Core Vocabulary	Check for Understanding or Mini Performance Assessment
INPUT	<p>I can identify sports when I hear or read them.</p> <p>Interpretive Listening/Reading</p> <p>https://www.youtube.com/watch?v=eU08NsctMf4</p> <p>https://www.youtube.com/watch?v=M8YoV320DcM</p>	<p>What sport do you (not) like to play/watch?</p> <p>I (don't) like to play/watch _____.</p> <p>What is your favorite sport?</p> <p>My favorite sport is _____.</p> <p>Why do you play _____?</p> <p>I play... For fun</p> <p>To stay in shape To compete</p>	<p>Game Sport Baseball Soccer Football Swimming Boxing Tennis Golf Volleyball Cycling</p>	<p>Students read simple articles describing sporting events in target culture countries and underline sports related vocabulary.</p> <p>http://classroommagazines.scholastic.com/issues/2016-01-06/book#/4</p>
	<p>I can understand basic descriptions a sporting event when I hear or read them.</p> <p>Interpretive Listening/Reading</p> <p>https://www.youtube.com/watch?v=CFiLmU4aO4E</p> <p>https://www.youtube.com/watch?v=eUOMMfjZBkw</p>	<p>What is the most popular sport in _____? (target culture country)</p> <p>The most popular sport in _____ is _____.</p> <p>Which team is winning/won/is losing/lost?</p>	<p>Team Player/Athlete Score Win Lose Ball Field Court Stadium</p>	<p>Students watch a TL basic sports report and answer true/false questions about the event.</p>
OUTPUT	<p>I can ask and respond to questions about sports.</p> <p>Interpersonal Communication</p>	<p>The _____ team is winning/won/is losing/lost.</p> <p>What is/was the score?</p> <p>The score is/was _____ to _____.</p>	<p>Trophy Medal Champion</p>	<p>In pairs, students take turns asking and answering questions about sporting events.</p>
	<p>I can describe a sporting event.</p> <p>Presentational Speaking/Writing</p>	<p>Where/When is/was the game?</p> <p>The game is/was _____.</p>		<p>Students write 5 sentences to describe a sporting event they have attended. Share with the class.</p>

FORMATIVE PERFORMANCE ASSESSMENT

Students write and present a simple sports report of a game of target language culture. Report includes when and where the game was played, team names, winning team, losing team, a star player, the final score and a highlight of the game.

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UNIT PERFORMANCE OBJECTIVE 1:**I can understand, talk and write about sports that I or others play.****PERFORMANCE INDICATOR 1.2****I can describe what equipment is needed for sports that I or others play.**

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
"Daily" Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
INPUT	I can identify sports equipment when I hear or read it. Interpretive Listening/Reading https://www.youtube.com/watch?v=NCkqaR3ik5g	What do/does I/You/He/She need to play _____? To play _____, I/You/He/She need(s) a _____.	Bat Ball Glove Hat Helmet Stick/Club Racquet Bathing Suit Jersey Cleets Uniform	Teacher calls out a piece of equipment and students illustrate it.
	I can match equipment needed with the corresponding sport. Interpretive Listening/Reading https://www.youtube.com/watch?v=Nh57BS4gmV	What do _____ players wear? _____ players wear _____.		Teacher names a piece of sports equipment and students name a sport it is used for.
	I can ask and respond to questions about sports and equipment. Interpersonal Communication	Do you have a _____? Why do you have a _____?		Students take turns asking and answering questions about what equipment is needed for various sports.
OUTPUT	I can tell what is needed to play a sport. Presentational Speaking/Writing	I have a _____ because I am going to play _____.		Students divide a piece of paper into 4 squares and illustrate one sport per square. Students write a complete sentence in each square naming the sport and describing the equipment needed.

FORMATIVE PERFORMANCE ASSESSMENT

Students create a "Sports Illustrated" 6-page booklet. Students include themselves as the star/cover page model. Students write an autobiography of their athletic career. Autobiography includes personal information, sport(s) played, equipment needed, location of sporting event(s), trophies and medals won, and autograph. Be creative and have fun!

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UNIT 2: Let's Celebrate Our Ancestry!

I can do everything from Grades K-4 and Unit 1 plus...

UNIT PERFORMANCE OBJECTIVE 2:

I can understand, talk and write about family heritage and traditions of others and my own.

PERFORMANCE INDICATOR 2.1

I can talk and write about the country of heritage of others and my own.

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
"Daily" Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
INPUT	<p>I can understand and follow along when someone describes his/her or others' heritage.</p> <p>Interpretive Listening/Reading</p> <p>https://www.youtube.com/watch?v=idriu9QO5fo&t=145s</p> <p>https://www.youtube.com/watch?v=eA_DeRtz6sQ</p> <p>http://zachary-jones.com/zambombazo/cancioner-o-ismael-miranda-y-sietenueve-un-verano-en-nueva-york/</p> <p>I can match patriotic basic symbols, tunes or nationalities to a country.</p> <p>Interpretive Listening/Reading</p> <p>https://edsitement.neh.gov/lesson-plan/la-familia</p>	<p>Where does your family come from?</p> <p>My family comes from _____.</p> <p>What is your nationality?</p> <p>My nationality is _____.</p> <p>We are patriotic because _____.</p> <p>What are the colors of the _____ flag?</p> <p>The colors of the _____ flag are _____.</p> <p>What language is spoken in _____.</p> <p>_____ is spoken in _____.</p>	<p>Map</p> <p>Flag</p> <p>Country</p> <p>Nationality</p> <p>Continent</p> <p>Language</p> <p>Native Country</p> <p>Patriotic</p> <p>Research</p> <p>**Names of Countries/Nationalities represented in class</p>	Students watch a given video and write at least 10 countries and nationalities mentioned.
	<p>I can tell someone about my family's heritage.</p> <p>Presentational Speaking/Writing</p>	<p>In which continent is _____?</p> <p>_____ is in _____.</p> <p>What is a fun fact about your country?</p>		Students write a paragraph about their family's heritage and country of origin.

FORMATIVE PERFORMANCE ASSESSMENT

Students create a poster of their family heritage country of origin. Poster includes illustrations and captions of a map, flag, language spoken, place of interest, currency, patriotic song or symbol, a food and a fun fact. Students present the poster and share information to an audience.

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UNIT PERFORMANCE OBJECTIVE 2:**I can give basic information about my family's heritage and traditions and the families of others.****PERFORMANCE INDICATOR 2.2.****I can talk about celebrations and traditions of other families and of my own.**

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
"Daily" Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
INPUT	I can identify cultural celebrations or events when I hear or read them. Interpretive Listening/Reading https://www.youtube.com/watch?v=qB1bM1I4ly8&t=2s	What is a tradition your family celebrates? My family celebrates _____. Every year...	Congratulations! 15th Birthday Celebration Wedding Holiday Part Customs Traditions Dance Music Clothing	Using given video and/or calendars from target culture countries, students match traditions or celebrations with corresponding months.
	I can understand a simple story about a cultural event. Interpretive Listening/Reading	What is your favorite part of the celebration? My favorite part of the celebration is _____.	Together	Students read a simple story about a cultural celebration. Given sentences with the main ideas, students retell the story by sequencing the sentences.
OUTPUT	I can describe a tradition that my family or other families celebrate. Presentational Speaking https://www.youtube.com/watch?v=iJ5AF_i0_rq https://www.youtube.com/watch?v=ozTzIE61eME https://www.youtube.com/watch?v=-6ailBOZh8	Name a cultural event in _____. (target culture country) In _____, there is.... Running of the Bulls (San Fermín) Tomatina Day of the Dead Cinco de mayo Independence Day Three Kings Day		Using photographs, students describe a family tradition. Students create a Venn Diagram comparing and contrasting the Quinceañera dances.
	I can ask and respond to questions about traditions and celebrations. Interpersonal Communication	What are traditions during this festivity? During this festivity, _____.		Students take turns asking and answering questions about each other's family or cultural traditions.

FORMATIVE PERFORMANCE ASSESSMENT

Students research a cultural event in a target culture country. Students illustrate the main points of the celebration on a poster and write a paragraph comparing it to a celebration of their own. Students present their poster to an audience.

Fifth Grade
UNIT 3: This Is Our Culture!

I can do everything from Grades K-4 and Units 1-2 plus...

UNIT PERFORMANCE OBJECTIVE:

I can understand, talk and write about cultural practices, products and perspectives of target language countries.

PERFORMANCE INDICATOR 3.1

I can recognize and describe dance and music from target culture countries.

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
“Daily” Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
INPUT	<p>I can identify different styles of music and dance.</p> <p>Interpretive Listening/Reading</p> <p>https://www.youtube.com/watch?v=eX6jZCHRWRw</p> <p>https://www.youtube.com/watch?v=XNhV_53W7A</p> <p>https://www.youtube.com/watch?v=MNNHljRYDEo</p> <p>https://www.youtube.com/watch?v=pAuw6FDa5kl</p> <p>https://www.youtube.com/watch?v=B0k64iUsPwk</p> <p>https://www.youtube.com/watch?v=4oUfKwwQZ1o</p> <p>https://www.youtube.com/watch?v=n6OUPDtoP_k</p>	<p>Where does the _____ dance come from?</p> <p>It comes from _____.</p> <p>In which country(-ies) is the dance performed?</p> <p>The dance is performed in _____.</p>	<p>Salsa</p> <p>Bachata</p> <p>Merengue</p> <p>Cumbia</p> <p>Tango</p> <p>Flamenco</p> <p>Joropo</p> <p>Steps</p> <p>Rhythm</p> <p>Folkloric</p> <p>Hand Clap</p> <p>Instruments (Guitar, castanets, xylophone, drums, etc.)</p>	<p>Students watch given videos. Given a list of dances, students sequence the names in the order in which they see them.</p>
	<p>I can ask and respond to questions about music and dance.</p> <p>Interpersonal Communication</p> <p>http://classroommagazines.scholastic.com/issues/2016-01-05/book#/6</p>	<p>What instruments are used in the music?</p> <p>_____ are used in the music.</p> <p>What is your favorite dance?</p> <p>My favorite dance is the _____ because _____.</p>		<p>Students take turns asking and answering questions about dances from the target culture countries.</p>

FORMATIVE PERFORMANCE ASSESSMENT

Divided into four groups, students choose a popular dance from a target culture country to research. Students present at least 5 facts about the dance and demonstrate the basic dance steps to the class. As a group, and utilizing authentic music students will prepare a simple choreography to present to the class.

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UNIT PERFORMANCE OBJECTIVE 3:

I can understand, talk and write about cultural practices, products and perspectives of target language countries.

PERFORMANCE INDICATOR 3.2

I can identify foods and meal time customs of target culture countries.

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
“Daily” Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
I N P U T	I can identify foods and basic ingredients when I hear or read them. Interpretive Listening/Reading http://classroommagazines.scholastic.com/issues/2016-01-06/book#/14	What is the most popular food/meal in _____? In _____, _____ is the most popular food/meal. What time do we/y'all/they eat? We/Y'all/They eat at _____. What is a typical snack in _____? A typical snack in _____ is _____.	** Foods vary based on target culture countries Examples: Paella Gazpacho Tapas Asada Lomo Arroz con pollo/gandules Mofongo Ropa Vieja Pupusa Gallo Pinto Arepas Tamales Typical Similarities Differences Because	Teacher calls aloud the name of a food accompanied with basic ingredients and students indicate using images which food teacher is describing.
	I can match foods to their country of origin. Interpretive Listening/Reading			Students match a name of a food (include basic ingredients) with a picture of the food (include flag or map of the country of origin on picture).
	I can compare and contrast mealtime customs of target culture countries with my own. Presentational Speaking/Writing	What are some differences between customs in _____ and customs in your own family? Some similarities/differences are _____.		Students complete a Venn Diagram comparing customs of target culture countries with customs of their own families.
O U T P U T	I can ask and respond to questions about food and mealtime customs in target culture countries. Interpersonal Communication			Students take turns asking and answering questions about food and mealtime in target culture countries.

FORMATIVE PERFORMANCE ASSESSMENT

Students choose a target culture country and research 3 common foods from that country. Students find simple recipes for each food and present a picture and the main ingredients to a partner. The partner then chooses which recipe he/she prefers and why.

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UNIT 4: May I See A Menu?

I can do everything from Grades K-4 and Units 1-3 plus...

UNIT PERFORMANCE OBJECTIVE 4:

I can express what I want and need at a restaurant.

PERFORMANCE INDICATOR 4.1

I can order from a menu and ask for restaurant items.

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
“Daily” Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
INPUT	I can identify items I need or use in a restaurant when I hear or read them. Interpretive Listening/Reading https://www.youtube.com/watch?v=nOBiPbzcPTw	We need a table for ____, please. May I see a menu, please? May I have a ____, please? (fork, spoon, knife)	Restaurant Server Menu Fork Spoon Knife Napkin Plate Glass/Cup I/You/He/She order(s) I/You/He/She eat(s) Salt/Pepper Tip Appetizer Entree Dessert	Students watch given video and illustrate at least 8 words they hear.
	I can read and order off of a menu. Interpretive Reading http://www.laguapagastroseducion.com/esp%C3%B1ol.html http://lospaisasrestaurant.com/dinner-menu.html http://www.restaurantechacabuco.com/reparto-a-domicilio/carta/	What would you like (to order)? I would like (to order) _____. What do you prefer? I prefer _____. Try it! Enjoy your meal!	Review: <i>Foods from 4th grade and add appropriate foods (teacher discretion)</i>	Using authentic menus from target culture countries (or local cultural restaurants), students draw 5 menu items they would order on to a paper plate.
	I can express my food preferences. Presentational Speaking/Writing	It's.... Delicious Perfect Too hot/cold Too sweet/salty Terrible		Using authentic menus, students say what they like and don't like and why.
	I can order food or express needs at a restaurant. Interpersonal Speaking	Would you like a dessert? I would like _____. Bill, please. Yes ma'am/sir Thank you At your service		Using authentic menus from target culture countries, students take turns role playing a customer and server to order a meal, dessert and a drink.

FORMATIVE PERFORMANCE ASSESSMENT

Students create and present a role-play of a customer and a server at a restaurant. Role play includes a greeting, a food order, asking for a utensil, a compliment or complaint, bill request and a farewell.