

# 03\_ La Casa y Mi Ciudad

Content Area: **World Language**  
Course(s):  
Time Period: **Semester**  
Length: **15-20 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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This is a half year Spanish 5 elementary course. The units include a review of Spanish 4 elementary, food and restaurants, my house and town, and my family. Students will learn different Spanish vocabulary words. They will continue to answer questions in Spanish and write simple sentences that give opinions and descriptions. This course develops the essential pieces of learning a world language: reading, writing, listening and speaking. It also emphasizes the three modes of communication: interpretive, interpersonal and presentational.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand that:

- housing and town vocabulary are universal.
- reading a map and map skills are universal.
- towns and houses can vary around the world.

Essential Questions:

- How can I use house and town vocabulary to describe my own surroundings?
- How do houses and towns vary in Spanish speaking countries?
- How can I use Spanish vocabulary words to follow oral and written directions in a town or city?

## **CONTENT AREA STANDARDS**

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WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and

requests that relate to familiar and practiced topics.

WL.NM.7.1.NM.PRSNT.4

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

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LA.K-12.NJSLSA.R7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

TECH.K-12.P.4

Demonstrate creativity and innovation.

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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Students will understand that:

- house and town vocabulary can be used to describe their surroundings.
- homes can vary from one culture to another and are impacted by socio-economic status.
- map skills and following directions are important for navigating new surroundings.

### **Procedural Knowledge**

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Students will be able to:

- copy/write words related to their home and town.
- request and provide information by asking and answering simple practiced questions

related to map skills and following directions.

- give and follow simple oral and written directions regarding towns and map skills during classroom activities.
- respond with actions to oral and written directions that relate to towns and map skills.
- identify familiar spoken and written words, phrases and simple sentences contained in culturally authentic materials and other resources as related to house and town vocabulary.

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Alternate Assessments**

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- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences
- Interactive Game Creations

## **Benchmark Assessments**

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EduLastic Assessments

## **Formative Assessments**

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student vocabulary checklist

exit ticket

## **Summative Assessments**

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teacher observational checklist

oral listening follow directions activity

house project

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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teacher worksheet

[Map](#)

[YouTube](#)

[YouTube](#)

[Profe Peplinski](#)

[Spanish Resource Library](#)

[2022 Elementary Resources-PDF Powerpoint](#)

[Rockalingua](#)

## **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts-Language Acquisition

Social Studies-Map Skills

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.