

Grades 5 & 6 Units Summary

Please note that depending on the school, whether 5th and 6th grade have world languages classes, and the amount of minutes per week, students may be learning through different units at different times.

If you would like to see the full backwards-designed units with performance assessments, please contact Jessica Haxhi at Jessica.hahi@nhboe.net.

Level - Grade 5/6	Unit Title: Our World	Proficiency Target: Novice-Low/Novice-Mid
Essential Question(s): Why learn another language? Why do countries speak the languages or dialects they do? What does nationality mean? How do flags reflect culture?		AP Theme: Personal and Public Identities
Summary: During this unit, many students will experience the target language for the first time. The activities, from the first lesson to the assessments, are meant to excite students about the culture and countries through pictures, video, and poetry. Students will learn colors and country names by studying the flags of many countries. They will exchange information about where they live and where they are from – the first elements of simple self-introductions. This unit contains many connections to Social Studies/Geography content, such as learning the continents, matching flags to countries, talking about which languages are spoken where, and working extensively with maps and globes. During the assessments, students will read self-introductions in the target language and answer comprehension questions. They will use simple words and phrases in a speaking game to guess flags by colors and create and perform a cinquain-style poem about a country of their choice. When this unit is finished, students will have a clear initial picture of the sights and linguistic sounds of this new language and culture.		

Level: Grade 5/6	Unit Title: Our Birthday Party Website	Proficiency Target: Novice-Low/Novice-Mid
Essential Question(s): <ul style="list-style-type: none"> How do families celebrate birthdays in my house, in the target culture, and around the world? What special customs/ceremonies take place in my community and in the target culture? 		Related AP Theme: Families and Communities
Summary: In this unit, students use the target language in the three modes of communication (Interpretive, Interpersonal and Presentational) to explore how members of the target culture celebrate important life events such as birthdays. Students will learn about the similarities and differences between birthday celebrations in the target culture and their own. Within this context, they learn to express numbers, months and days of the week as well as the date of their and of others' birthdays. They will talk about parties including the food they eat and activities they perform, ask and respond to questions, discuss the people they invite to their parties and their relationships. Assessments throughout the unit will focus on		

students' listening comprehension, speaking and presentational skills. Students will demonstrate their language skills through interviews, role-play, creating and presenting dialogues as well as a flip book. At the end of the unit, students will be able to plan a party and be able to compare their own celebrations to those of children in the target culture.

Level: 6th Grade	Unit Title: Our Rides Website	Proficiency Target: Novice-Mid
Essential Questions: How does where we live affect how we get around? What mode of transportation should I take in the situation I am in? How does where we live and preferences impact car design and features?		Related AP Theme: Global Challenges
Summary: During this unit, students will come to understand the role that culture and personal preferences play in our transportation choices. They will explore the similarities and differences between American society and its car-oriented culture and other societies where public transportation plays a larger role. During this unit, students will also continue to reinforce and expand their geographic awareness as we look at countries where cars and other vehicles are manufactured. Furthermore, students will come to appreciate the nature of economic interdependence as they realize that vehicles and their parts are often manufactured in more than one country. Real world math skills will also come into play as students will convert currencies and use the metric system to talk about vehicle mileage and speed as well as gas prices. On the language side, students will use and reinforce vocabulary such as numbers, prices, geographical locations, currency names, descriptive adjectives, stating personal preferences, modes of transportation as well as vocabulary related to the weather, climate, and demographic factors. PowerPoints, videos, advertisements, and realia from the target cultures, will make this unit visually exciting. Assessments in this unit will focus on students identifying different types of transportation, choosing a mode of transportation to fit their circumstances, and creating a vehicle advertisement from a target culture country of their choice.		

Level: 6th Grade	Unit Title: Our Trip	Proficiency Target: Novice Low/ Novice-Mid
Related AP Theme: Contemporary Life	Essential Question(s): Why would I want to travel to the target culture? How would I prepare for a trip? How would I convince others to go on a trip (or to let me go on a trip)?	
Summary: In this unit, students will prepare for a trip to the target culture. They will view travel videos and learn more about famous cities and landmarks. They will participate in packing a suitcase and talking about what goes into that suitcase in the target language. Students will exchange information about where they are going, when they are going and who they are going with. This unit allows for review and extension of many concepts already studied, such as colors, family member words, country names and locations. As interpretive assessments, students will comprehend conversations and paragraphs about trips. They will be scored as they converse about trips and they will make a presentation to their peers about their suitcase for an upcoming trip. As an option, now that students have some of the basics of language, they are encouraged to interview a native speaker about an upcoming trip.		

Level: 6th Grade	Unit Title: Our Beautiful Cultures	Proficiency Target: Novice-Low/Novice-Mid
Essential Question(s): What does beauty mean to me? What do I think are beautiful things from the target culture?		Related AP Theme: Contemporary Life Beauty and Aesthetics
Summary: In this unit, students will be exposed to a wide variety of cultural elements and representations from the target culture such as people, music, landscape, art, architecture, dance, costumes, fashion, songs, written words/characters, and money. They will explore similarities and differences between the target culture and their own. The students will watch videos and PowerPoints, and learn about various beautiful representations of diverse cultures in the world. As an interpretive assessment, students will listen to descriptions of images depicting beauty and a paragraph about the teacher's favorite objects of beauty. As an interpersonal speaking assessment, students will exchange information and opinions about cultural objects depicted in pictures as the teacher scores their conversations with a simple rubric. As a presentational assessment, students will select an object they consider beautiful and present information about what it is, where it comes from, why they think it is beautiful. This unit also allows students the opportunity to review concepts learned throughout the year, such as colors, landmarks and country names.		