

<b>Course Title:</b>	<b>World Language - Grade 5</b>
<b>Department:</b>	<b>World Language</b>
<b>Grade Level:</b>	<b>5</b>
<b>Time Per Day/Week:</b>	<b>45 minutes/once every 5 days</b>
<b>Length of Course:</b>	<b>Year</b>

### Course Overview:

World Language for Grade 5 is an exploratory experience intended to continue building upon the concepts of language and culture that were introduced in the fourth grade curriculum. Students will begin this course by reviewing the topic of language families and engaging in a study of the Germanic language family. Languages studied in this course include Danish, Swahili, Hindi, Chinese, and Arabic. In each unit, students will have the opportunity to learn and practice vocabulary such as greetings, numbers, and colors. Throughout this course, students will acquire many general language skills, such as strategies for memorizing vocabulary words, strategies for translating a foreign text, and guidelines for appropriate and effective use of online tools such as Google Translate. They will examine different alphabets and compare and contrast different writing systems used around the world. They will also get experience using different currencies and exchange rates to experience what it is like to shop for goods in a different country. Every unit incorporates language and culture so that students leave the class with communication skills, as well as knowledge of important cultural concepts from around the world.

### Primary Resources:

Teacher generated resources

<b>Unit 1 Name:</b>	Danish
<b>Days in Unit:</b>	9

### Representative Learning Goals

- Recognize that Danish, English, and German share many similarities because they belong to the same (Germanic) language family.
- Identify cognates and false cognates in the context of a Danish text.
- Apply strategies such as identifying vocabulary words, knowledge of cognates, and context clues to translate an unfamiliar text from one language to another.
- Discuss the appropriate uses of Google Translate, identifying its strengths and pitfalls.

<b>Unit 2 Name:</b>	Swahili
<b>Days in Unit:</b>	6
<b>Representative Learning Goals</b>	
<ul style="list-style-type: none"> <li>● Pronounce and identify common greeting words and phrases in Swahili.</li> <li>● Use a strategy to memorize Swahili numbers by creating associations between the words and the meanings.</li> <li>● Use simple Swahili sentences to describe animals encountered on an African safari.</li> <li>● Discuss the significance of the <i>kanga</i> to African culture.</li> <li>● Discuss the abundance of proverbs in the Swahili language and analyze the challenges associated with translating proverbs from Swahili into English.</li> </ul>	

<b>Unit 3 Name:</b>	Hindi
<b>Days in Unit:</b>	6
<b>Representative Learning Goals</b>	
<ul style="list-style-type: none"> <li>● Compare and contrast the Devanagari alphabet used by Hindi to the Latin alphabet used by English.</li> <li>● Pronounce and identify Hindi greeting words and phrases.</li> <li>● Demonstrate use of a memorization technique to effectively remember Hindi color vocabulary.</li> <li>● Discuss the Indian cultural holiday of Diwali with a focus on the rangoli craft.</li> </ul>	

<b>Unit 4 Name:</b>	Chinese
<b>Days in Unit:</b>	7
<b>Representative Learning Goals</b>	
<ul style="list-style-type: none"> <li>● Analyze the character system used by Mandarin Chinese and discuss how it differs from a traditional alphabet.</li> <li>● Pronounce and identify Chinese greeting words and phrases.</li> <li>● Describe the relationship between the Chinese characters for numbers and months.</li> <li>● Identify the four different tones used in Mandarin Chinese and discuss the impact that the different tones have on the meanings of words.</li> <li>● Describe the ways in which Chinese New Year is celebrated.</li> </ul>	

<b>Unit 5 Name:</b>	Arabic
<b>Days in Unit:</b>	7

### Representative Learning Goals

- Pronounce and identify Arabic greeting words and phrases.
- Pronounce and identify Arabic numbers 0-20.
- Discuss the concept of bargaining for goods at a souk market in the Middle East.
- Demonstrate how to use exchange rates to convert U.S. dollars to a foreign currency.
- Apply knowledge of numbers and basic money phrases to bargain for goods at a fictitious souk market

### Assessments - Classroom-Based

Curriculum-based Assessments: individual and collaborative projects, quizzes, dialogues, writing/listening/reading/speaking activities, skits, classwork, presentations, and cultural reflection tasks

### Assessments - Standardized

Local assessments only

### Standards

[Pennsylvania Department of Education Proposed Academic Standards for World Languages National World Language Standards 5 C's](#)