

GRADE 5 SPANISH

Description

This year-long course meets 25 minutes four times a week. It is a program that extends on a basic foundation in Spanish with a focus on listening and speaking. Reading and writing are further developed. The emphasis is on acquiring basic vocabulary and language structures to begin communicating in Spanish. Students are also exposed to the geography and culture of Spanish-speaking countries.

Course Overview

Course Objectives

Students will:

- continue to acquire basic vocabulary and language structures to communicate in Spanish.

Essential Question

- How do I use another language to communicate with others? (Interpersonal Mode)
- How do I understand what others are trying to communicate in another language? (Interpretive Mode)
- How do I present information, concepts and ideas in another language in a way that is understood? (Presentational Mode)
- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me? (Intradisciplinary Mode)
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Unit Skills

Students will:

- Skills Matrix

<u>Content Outline</u>	<u>Standards</u>	<u>Assessment</u>
I. Unit 1 - Famous Hispanics II. Unit 2 – Who am I? III. Unit 3 – Student Life IV. Unit 4 – Mi Casa es su Casa V. Unit 5 – A Restaurant in Puerto Rico VI. Unit 6 – Las Islas Galápagos	Connecticut SDE – World Language Curriculum Framework 2005 Connecticut World Language Standards are met in the following areas: <ul style="list-style-type: none"> • <i>Communication (Interpersonal Mode)</i> • <i>Communication (Interpretive Mode)</i> • <i>Cultures</i> • <i>Connections (Interdisciplinary Mode)</i> • <i>Comparisons Among Languages</i> • <i>Comparisons Among Cultures</i> 	<ul style="list-style-type: none"> • Common Assessments • Performance Assessments • Skills Assessments

Pacing Guide									
1st Marking Period		2nd Marking Period			3rd Marking Period			4th Marking Period	
September	October	November	December	January	February	March	April	May	June
Recall Pastimes and Hobbies 4 weeks	Unit 1 Famous Hispanics 5 weeks	Unit 2 Who am I? 4 weeks	Unit 3 Student Life 5 weeks		Unit 4 Mi Casa es su Casa 4 weeks		Unit 5 A Restaurant in Puerto Rico 5 weeks		Unit 6 Las Islas Galápagos 5 weeks

Unit 1 – Famous Hispanics [top](#)

World Language Standards

Connections (Intradisciplinary Mode)

In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.

Students will:

- recognize the various sources of information available only in the target language and culture(s), e.g., newspapers, websites, television, etc.

Communities

In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation

Students will:

- identify different types of employment in which target language skills are an asset.

Unit Objective

Students will be able to:

- describe others.

Essential Questions

- How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Focus Question

- How do I talk about others?

Assessment

- Write a paragraph about a famous Hispanic (template on U-drive for description)

Skill Objectives

Students will:

- state adjectives of physical descriptions
- utilize the 3rd person singular of the verb in the present tense.
- utilize the 3rd person singular of the verb in the present tense.
- utilize the 3rd person singular of various action verbs. Appreciate famous Hispanics and their contributions.

Unit 2 – Who am I? [top](#)

World Language Standards

Communication (Interpretive Mode)

In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.

Students will:

- comprehend the main ideas and identify the principal characters when reading poems, short folk tales or illustrated stories.

Communication (Presentational Mode)

In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.

Students will:

- recite poetry, songs, proverbs or short anecdotes that are familiar to their peers in the target culture.

Unit Objective

Students will be able to:

- describe themselves and what they do.

Essential Questions

- How do I understand what others are trying to communicate in another language?
- How do I present information, concepts and ideas in another language in a way that is understood?

Focus Question

- How do I describe myself?

Assessment

- Recite modified acrostic poem about themselves

Skill Objectives

Students will:

- identify adjectives to describe personality.
- utilize the *yo* form of the verb *ser* in the present tense.
- utilize the *yo* form of the verb *tener* in the present tense.
- utilize the *yo* form of various action verbs.

Unit 3 – Student Life [top](#)

World Language Standards

Comparisons Among Cultures

In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.

Students will:

- identify and describe some cultural beliefs and perspectives relating to family, school, work and play across cultures

Communication (Interpretive Mode)

In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.

Students will:

- comprehend the main ideas contained in videos, DVDs, films, television programs, or websites on familiar topics.

Unit Objective

Students will be able to:

- discuss their school schedules, including their favorite class.

Essential Questions

- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?
- How do I understand what others are trying to communicate in another language?

Focus Question

- How do I discuss my school day?

Assessments

- Venn diagram comparing their school with one in a Spanish-speaking country
- Viva el Español- System B - 16 A

Skill Objectives

Students will:

- tell time.
- list their school subjects.
- state their favorite class.
- describe their classes.
- identify musical instruments.
- restate information about a typical school in a Spanish speaking country.

Unit 4 – Mi Casa es su Casa [top](#)

World Language Standards

Communication (Interpretive Mode)

In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.

Students will:

- comprehend the principal message in highly illustrated texts in which cognates are used, including stories, newspaper articles and advertisements.

Comparisons Among Languages

In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.

Students will:

- demonstrate an awareness of the target language’s phonetic and writing systems and how they differ from the phonetic and writing systems in the English language.

Unit Objective

Students will be able to:

- describe a house.

Essential Questions

- How do I understand what others are trying to communicate in another language?
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?

Focus Questions

- How do I understand what others are trying to communicate in another language?
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?

Assessment

- Read house description (interior and exterior) and draw house accordingly

Skill Objectives

Students will:

- list the rooms of a house.
- ask and answer questions related to the house.
- respond to questions related to what they and others do in the house.

Unit 5 – A Restaurant in Puerto Rico

World Language Standards

Communication (Interpersonal Mode)

In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.

Students will:

- indicate that they do not understand a message or that they cannot express their intended message adequately.

Cultures

In at least on language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive and presentational communication.

Students will:

- observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods.

Unit Objectives

Students will be able to:

- communicate likes and dislikes about food.
- order in a restaurant.

Essential Questions

- How do I use another language to communicate with others?
- How do I use my understanding of culture to communicate and function appropriately in another culture?

Focus Question

- How do I order in a restaurant?

Assessment

- Restaurant skit

Skill Objectives

Students will:

- express likes and dislikes.
- name some typical fruit from Puerto Rico.
- state food and drink nouns.
- state what people eat and drink.
- utilize restaurant expressions.
- recognize eating practices of Puerto Rico

Unit 6 – Las Islas Galápagos

World Language Standards

Communication (Interpersonal Mode)

In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.

Students will:

- express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments.

Communication (Interpretive Mode)

In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.

Students will:

- comprehend the main idea of orally related personal anecdotes, familiar fairy tales and other narratives based on well-known themes.

Unit Objective

Students will be able to:

- describe some animals from the Galapagos Islands and their environment.

Essential Questions

- How do I use another language to communicate with others?
- How do I understand what others are trying to communicate in another language?

Focus Question

- What will I see if I visit the Galapagos Islands?

Assessment

- Comprehend the main idea of a written piece about the Galapagos Islands and answer related questions

Skill Objectives

Students will:

- identify animals.
- identify geographical forms.
- state where an animal lives.
- describe animals.
- state their likes/dislikes regarding animals.