

Curriculum Development  
In the Fairfield Public Schools

**FAIRFIELD PUBLIC SCHOOLS**  
FAIRFIELD, CONNECTICUT

**GRADE 5 SPANISH**

BOARD OF EDUCATION APPROVED 03/10/2009

## **GRADE 5 SPANISH**

### **Statement of Purpose**

The goal of our World Language Department is to encourage an understanding of and an interest in other cultures through the study of another language and to develop skills that allow for communication in a target language. In 4<sup>th</sup> /5<sup>th</sup> grade Spanish, students will develop basic language skills and an awareness of the products, practices, and perspectives of the Hispanic and Spanish culture.

### **Audience**

Grade 4/5

### **Prerequisite**

None

### **Design and Description**

This year-long course meets 25 minutes four times a week. It is an introductory course that provides a basic foundation in Spanish with a listening and speaking focus. Reading and writing are introduced. 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 Objectives**

Students will be able to:

- describe others.
- describe themselves and what they do.
- discuss their school schedules, including their favorite class.
- describe a house.
- communicate likes and dislikes about food.
- order in a restaurant.
- describe some animals from the Galapagos Islands and their environment.

### **Skill Objectives**

Students will:

- state adjectives of physical descriptions.
- utilize the 3<sup>rd</sup> person singular of the verb ser in the present tense.
- utilize the 3<sup>rd</sup> person singular of the verb tener in the present tense.
- utilize the 3<sup>rd</sup> person singular of various action verbs.
- appreciate famous Hispanics and their contributions.
- 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.
- 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.
- 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.
- 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.
- identify animals.
- identify geographical forms.
- state where an animal lives.
- describe animals.
- state their likes/dislikes regarding animals.

### **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.

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

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

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

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

***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.

***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.

***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.

***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.

***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.

***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.

### **Information and Technology Standards (to be added)**

#### **Essential Questions**

- 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?

#### **Focus Questions**

- How do I talk about others?
- How do I describe myself?
- How do I discuss my school day?
- How do I describe a house?
- How do I order in a restaurant?
- What will I see if I visit the Galapagos Islands?

# **UNITS of STUDY**

## **Unit 1 – Famous Hispanics**

### **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.

### **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?

### **Core Topics**

- Physical descriptions
- Hispanic Heritage Month

### **Unit Objective**

Students will be able to:

- describe others.

### **Skill Objectives**

Students will:

- state adjectives of physical descriptions.
- utilize the 3<sup>rd</sup> person singular of the verb *ser* in the present tense.
- utilize the 3<sup>rd</sup> person singular of the verb *tener* in the present tense.
- utilize the 3<sup>rd</sup> person singular of various action verbs.
- appreciate famous Hispanics and their contributions.

**Sample Assessment**

Write a paragraph about a famous Hispanic

**Pacing**

5 weeks

## Unit 2 – Who am I?

### 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.

### 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?

### Core Topics

- Personality descriptions
- Various activities
- Children’s songs and poetry in Spanish

### Unit Objective

Students will be able to:

- describe themselves and what they do.

### 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.

### Sample Assessment

Recite modified acrostic poem about themselves



**Pacing**  
5 weeks

## **Unit 3- Student Life**

### **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.

### **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?

### **Core Topics**

- Telling time
- School subjects
- Musical instruments played by 5<sup>th</sup> grade students
- Adjectives that describe classes
- Typical school in a Spanish-speaking country

### **Unit Objectives**

Students will be able to:

- discuss their school schedules, including their favorite class.

### **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.

**Sample Assessment**

Venn diagram comparing their school with one in a Spanish-speaking country

**Pacing**

6 weeks

## Unit 4 – Mi Casa es su Casa

### 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.

### 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 Question

- How do I describe a house?

### Core Topics

- House
- Activities related to the house
- Houses in the Spanish-speaking world

### Unit Objective

Students will be able to:

- describe a house.

### 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.

### Sample Assessment

House assessment based on for rent and/or for sale ads for homes

**Pacing**  
5 weeks

## 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.

### 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?

### Core Topics

- Food and drinks
- Likes and dislikes
- Restaurant expressions
- Eating practices in Puerto Rico
- Typical fruit from Puerto Rico

### Unit Objectives

Students will be able to:

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

### 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.

**Sample Assessments**

Restaurant skit

**Pacing**

6 weeks

## 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.

### 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?

### Core Topics

- Animals of the Galapagos Islands
- Geographical forms
- Descriptive adjectives

### Unit Objective

Students will be able to:

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

### Skill Objectives

Students will:

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

### Sample Assessment

Comprehend the main idea of a written piece about the Galapagos Islands



**Pacing**  
4 weeks

### **Vocabulary Enrichment Throughout the Year**

- Days of the week.
- Weather
- Months
- Seasons
- Classroom commands and expressions