

Grade 5

<p>Essential Questions:</p> <ul style="list-style-type: none"> • Unit 1: The New Year <ul style="list-style-type: none"> ○ What do I need to effectively communicate in Spanish? 	<ul style="list-style-type: none"> • Unit 2: Geography of the World <ul style="list-style-type: none"> ○ How is our world composed? ○ What is Latin America like? 	<ul style="list-style-type: none"> • Unit 3: B is for Bolivia <ul style="list-style-type: none"> ○ How does art portray life?
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	Unit 1: Review/Introduction Sept. – Oct.	Unit 2: Geografía Nov. – Jan.	Unit 3: Bolivia Feb. – June
Content	<ul style="list-style-type: none"> ➤ Self name giving ➤ Colors ➤ Numbers ➤ Classroom Commands ➤ School Objects ➤ Feelings ➤ Family ➤ Days & Date 	<ul style="list-style-type: none"> ➤ Cardinal directions ➤ Topographical features ➤ Hispanic flags ➤ Countries & Capitals ➤ Geographical terms 	<ul style="list-style-type: none"> ➤ Clothing <ul style="list-style-type: none"> ○ Fabrics ➤ Weather ➤ Seasons ➤ Months ➤ Transportation ➤ Prepositions of placement
Skills	<ul style="list-style-type: none"> ➤ Asks for and provides name. ➤ Describes objects by color. ➤ Counts from 0 – 31. ➤ Performs basic addition & subtraction. ➤ Follows basic commands using classroom objects. ➤ States how he/she is feeling. ➤ States date. ➤ Provides names and relationship of family members. 	<ul style="list-style-type: none"> ➤ Lists Hispanic countries and their capitals. ➤ Identifies the major bodies of water in the world. ➤ Identifies the continents. ➤ Locates target countries on a map. ➤ Describes the flag of target countries. ➤ Identifies prominent land forms in North and South America. ➤ Describes the relative location between countries. ➤ Identifies borders of target countries. 	<ul style="list-style-type: none"> ➤ Reports on the daily weather. ➤ Describes what he/she and others are wearing including the use of color. ➤ Identifies clothing as related to weather and vice-versa. ➤ Makes a logical connection between month and seasons. ➤ Describes clothing by color and fabric. ➤ States the placement of objects in relation to one another. ➤ Identifies logical means of transportation for going from one place to another.

CH Standards & Benchmarks for PBA	CH 4.1.2E, 3E CH 4.3.1E CH 4.4.3E CH 4.6.1E	CH 4.2.2E CH 4.4.1E, 3E CH 4.5.2E CH 4.6.2E, 3E, 4E, 5E	CH 4.1.1E, 3E CH 4.3.1E, 2E CH 4.5.1E, 2E CH 4.6.1E, 2E CH 4.7.2E
Performance Based Activity (PBA)	➤ All students will perform a guided-mini-conversation with a peer where they provide the following information: a greeting and farewell, their name, how they are feeling.	➤ Given a Spanish speaking country, each student will make a visual representation of the country (w/ a focus on shape and borders) and its flag. Each will then present his/her country orally stating: the name, capital, location (continent, use of cardinal directions w/boardering land forms), and the colors of the flag.	➤ Using a picture prompt of clothing stores for various seasons, students will respond to questions about location of objects, and deduce what weather, season, and months are represented in the picture.

Suggested Activities / Formative Assessments	<ul style="list-style-type: none"> ➤ Día de los muertos ➤ Chart students' birthdays by seasons, including months ➤ Put on a fashion show in class where students describe others' clothes ➤ Play "Yo espío" (I spy), where students guess which student in class is being described ➤ Have students compare target-culture-weather forecast reporting ➤ Have students identify and label selected geographical features on a map ➤ Have students match flags with their corresponding countries ➤ Have students match your picture as you describe it using prepositions of placement (Match-Mine) ➤ Have students describe the locations of objects as seen in a picture prompt ➤ Have students brainstorm how they would get from one place to another with a prompt ➤ Have the students guess the fabric by touch
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Content Specification

Calendar	Family	School	Weather	Cardinal Points
➤ See grade 2	➤ See grade 2	<ul style="list-style-type: none"> ➤ Commands <ul style="list-style-type: none"> ○ See Grade 2 ➤ Objects <ul style="list-style-type: none"> ○ See grade 2 	➤ See grade 2	➤ See grade 4
Places	Season	Transportation	Clothing	Language Structure
<ul style="list-style-type: none"> ➤ In addition to grade 4 (Lugares) students will learn... <ul style="list-style-type: none"> ○ El Océano Atlántico ○ El Océano Pacífico ○ El Océano Indio ○ El Golfo ○ El Mar Caribe ○ Los Andes ○ Las montañas Roscas ○ La Península ○ América del Norte ○ América del Sur ○ América Central ○ Los Estados Unidos ○ Francia ○ Portugal ○ Italia ○ Inglaterra ○ Alemania ➤ Los Continentes ➤ Los países de habla español ➤ Las capitales de los países nombrados 	➤ See grade 4	<ul style="list-style-type: none"> ➤ En autobús ➤ En coche ➤ A pie ➤ En avión ➤ En barco ➤ En metro ➤ En bicicleta ➤ En camión ➤ En tren 	<ul style="list-style-type: none"> ➤ See grade 2 ➤ Fabrics (telas) <ul style="list-style-type: none"> ○ De lana ○ De algodón ○ De fieltro ○ De seda ○ De terciopelo ○ De nilón ○ De poliéster ○ De cuero 	<ul style="list-style-type: none"> ➤ In addition to those found in Grade 4, students will learn... <ul style="list-style-type: none"> ○ Es de... ○ X es ... (Mi país es..) ○ X son ... (Los colores son...) ○ Está with cardinal directions & prepositions of placement ○ Prepositions of placement: <ul style="list-style-type: none"> ▪ A la derecha (de) ▪ A la izquierda (de) ▪ Cerca de ▪ Debajo de ▪ En ▪ Entre
	Around the Town			

For Extended Time Programs (FLES)
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In addition to the curriculum delineated above, programs that have additional contact time will complete the following.*

Language Structures	<ul style="list-style-type: none">➤ Use of “¿Cómo se llama ud.?” and “¿Cómo está ud.?”➤ Use of “llevan...”
Performance Based Activity	<ul style="list-style-type: none">➤ Add family composition to unit 1 (e.g. Tengo 3 hermanos.)
Skills	<ul style="list-style-type: none">➤ Creates brief guided paragraphs.