



Greenwich Public Schools Curriculum Overview

Grade 5: FLES Spanish

Families as Partners in Learning

The GPS FLES (Foreign Language in Elementary School) program is offered at each elementary school. Spanish is offered in the majority of our schools beginning in grade 3. Our magnet schools which include Hamilton Avenue, International School of Dundee, Julian Curtiss and New Lebanon, begin Spanish instruction in kindergarten. Julian Curtiss School--A Magnet School of World Languages--offers students the option of Spanish or French beginning in kindergarten.

The GPS FLES program is designed to provide a solid foundation for World Language learning in preparation for secondary study and beyond. Instruction is delivered in the target language with an initial emphasis on speaking and listening, followed by reading and writing as students become more proficient. Our program provides students with the opportunity to communicate about relevant and meaningful content in thematic units related to specific core content, and to their personal experiences. FLES instruction is delivered 3 - 5 times per week, depending on the grade level, to provide students frequent interaction in the target language in order to build their linguistic proficiency and knowledge of other cultures.

As students progress through grade levels, they become more proficient in each of the four basic language skills: speaking, listening, reading, and writing as well as in their cultural understanding. Reading and writing, competencies acquired in the target language, are used to reinforce the content students have learned to communicate while they are refining these skills in English. The FLES program's goal is to help students develop confidence in speaking, and provide an introduction to reading and writing, which will translate into a higher level of proficiency in a world language as they continue to pursue language study through middle school, high school, college and beyond.

Aligned to the World-Readiness Standards for Learning Languages and the ACTFL Proficiency Guidelines, World Language instruction is an integrated part of the elementary curriculum and school environment. Participation in it will prepare students for a global, multilingual and multicultural environment through tolerance, understanding and the ability to communicate across language barriers.



Unit	Student Learning Expectations
<p>Unit 1: Getting to Know Each Other & Who We Are</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • People have universally common characteristics that they use to identify and describe themselves and others. • There are differences in how families in the Spanish speaking world address and interact with each other and with friends. 	<p>Students will: In this unit, students will develop their Spanish language communicative skills and deepen their cultural understanding of the following topics:</p> <p>Greetings and Goodbyes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present and practice vocabulary. <input type="checkbox"/> Practice familiar and formal greetings. <p>Introductions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learn to make introductions <input type="checkbox"/> Practice greetings to make introductions. <input type="checkbox"/> Present and practice subject pronouns and ser <input type="checkbox"/> Understand interrogative words <input type="checkbox"/> Ask someone's name <input type="checkbox"/> Practice spelling words in Spanish <input type="checkbox"/> Practice pronouncing the Spanish vowels a, e, i, o, u. <p>Nationality:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learn and practice to say where someone is from using ser de + location <input type="checkbox"/> Ask others where they are from <p>Age:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practice using tener to talk about one's age. <input type="checkbox"/> Practice numbers from 0 to 100. <p>Dates:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practice saying birth dates. <p>Family Members:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present and practice vocabulary: family, numbers, months of the year. <input type="checkbox"/> Express possession using de <input type="checkbox"/> Present and practice possessive adjectives <p>Physical Characteristics and Personality Traits:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present vocabulary: adjectives to describe self, family, and friends <input type="checkbox"/> Recycle/Review: ser to describe people



	<p>Click on the link to the WRSLL World Readiness Standards for Learning Languages and to the WLRSAAC WL Readiness Standards Alignment with Common Core Standards to learn more.</p>
<p>Unit 2: The Way We Live</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none">• The place you live is the center of multiple activities and responsibilities.• Family size, culture and personal preferences influence how a household is managed.• Factors such as climate and location influence the type of dwelling in which people live.	<p>Students will: In this unit, students will develop their Spanish language communicative skills and deepen their cultural understanding of the following topics:</p> <p>Where I Live: Talk about the place I live</p> <ul style="list-style-type: none"><input type="checkbox"/> Identify parts of the house/apartment<input type="checkbox"/> Speak about the location of places in relationship to other places (cerca, lejos, other prepositions)<input type="checkbox"/> Compare/contrast types of homes in different countries or regions within a country <p>Recreational Activities at Home:</p> <ul style="list-style-type: none"><input type="checkbox"/> Express what I like to do at home <p>Chores/Responsibilities:</p> <ul style="list-style-type: none"><input type="checkbox"/> Express what chores I do at home <p>Click on the link to the WRSLL World Readiness Standards for Learning Languages and to the WLRSAAC WL Readiness Standards Alignment with Common Core Standards to learn more.</p>



<p>Unit 3: Let's Learn: School Life</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none">• There are many differences associated with school life in the United States and in other countries.• It is important that students can describe their school day, activities and preferences since they spend a significant amount of time outside their home at or around school.	<p>Students will: In this unit, students will develop their Spanish language communicative skills and deepen their cultural understanding of the following topics:</p> <p>Time:</p> <ul style="list-style-type: none"><input type="checkbox"/> Tell time<input type="checkbox"/> Tell time in the context of a school schedule <p>School Subjects/Schedule/Afterschool activities:</p> <ul style="list-style-type: none"><input type="checkbox"/> Name school subjects<input type="checkbox"/> Describe my school schedule<input type="checkbox"/> Express subjects I like/don't like and why<input type="checkbox"/> Describe after school activities I do <p>School Supplies:</p> <ul style="list-style-type: none"><input type="checkbox"/> Identify school supplies, classroom objects and furniture<input type="checkbox"/> Say what I need for each class <p>Class Commands:</p> <ul style="list-style-type: none"><input type="checkbox"/> Demonstrate understanding of commands with gestures <p>Click on the link to the WRSLL World Readiness Standards for Learning Languages and to the WLRSAAC WL Readiness Standards Alignment with Common Core Standards to learn more.</p>
<p>Unit 4: Let's Travel</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none">• Culture and climate	<p>Students will: In this unit, students will develop their Spanish language communicative skills and deepen their cultural understanding of the following topics:</p>



influence how and where people vacation.

- There are a wide variety of vacations people can enjoy: staycations, local field trips, exotic trips to far away places, and overnight visits to see extended family.

Places to Visit:

- Identify vacation destinations based on weather
- Express where I am going to go

Vacation Activities:

- Plan outings and activities based on the weather
- Express activities I like to do

Seasons:

- Describe the weather

Clothing:

- Describe what clothing items I need for vacations in different seasons

Transportation:

- Say what modes of transportation I can take when travelling from one destination to another

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