

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

GRADE 5 SPANISH

Grade 5

2019

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Grade 5 Spanish
Grade 5
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Grade 5 Spanish is offered as a full-year course meeting 45 minutes per week. The core belief is that students will develop the necessary foundation in both the Spanish language and Hispanic cultures on their journey to bilingualism. This foundation will begin with a geographical lens on where Spanish is spoken worldwide. Students will situate themselves globally before getting into the fundamentals of introducing oneself, greetings and salutations, and becoming familiar with the Spanish calendar.

Throughout the course will be a strong emphasis on the production of oral language. Grade 5 Spanish is also aligned with the World-Readiness Standards of the American Council on the Teaching of Foreign Languages: Communication, Cultures, Connections, Comparisons, and Communities. Adhering to these Standards ensures that students will maximize their time both in the classroom and during their continued pursuit of language acquisition outside the classroom as well. Once skills are transferred outside the classroom, students will have become more culturally competent and true global citizens.

COURSE GOALS

The following Course Goals derive from the 2012 American Council on the Teaching of Foreign Languages World-Readiness Standards for Learning Languages.

At the completion of this course, students will:

Interpersonal Communication (Standard 1.1)

Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Interpretive Communication (Standard 1.2)

Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication (Standard 1.3)

Present information, concepts, and ideas to inform, explain, persuade,

	and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Cultures: Relating Cultural Practices to Perspectives (Standard 2.1)	Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
Cultures: Relating Cultural Products to Perspectives (Standard 2.2)	Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections: Making Connections (Standard 3.1)	Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
Comparisons: Cultural Comparisons (Standard 4.2)	Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
Communities: Lifelong Learning (Standard 5.2)	Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- global citizenship requires the ability to speak more than one language.
- the ability to express oneself in another language fosters a deeper, better understanding of one's own culture.
- the acquisition of another language enables an individual to participate in and be an active member of multilingual communities.
- both language and awareness of culture are best acquired in an immersion setting.

COURSE 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 can we use our knowledge of our native language (English) to aid us in understanding and progressing in the learning of Spanish?

COURSE KNOWLEDGE & SKILLS

Students will know, in the Spanish language, . . .

- greetings/expressions of courtesy
- saying goodbye
- introductions
- colors
- classroom objects and commands
- the numbers 1-100
- weather expressions
- days, months, seasons of the year
- geography of Spanish-speaking countries (capital, location, famous person, flag)
- elements of different Hispanic cultures (e.g., Independence Day, Day of the Dead, customs, etc.)
- basic sentiments
- school subjects
- body parts
- origin
- age

Students will be able to . . .

- identify places where Spanish is spoken globally.
- greet others in Spanish based on the time of day.
- introduce themselves in Spanish and ask what someone's name is.
- express in Spanish their current state/feelings.
- state in Spanish the season and the weather.
- state in Spanish the day of the week and the month of the year.
- state in Spanish their birthday.
- state in Spanish their age.
- identify/state in Spanish the numbers 1-100.
- identify/label in Spanish classroom objects.
- identify in Spanish colors.
- respond in Spanish to verbal classroom commands.
- compare/contrast Independence Day in Spanish-speaking countries with Independence Day in the United States.
- recognize the cultural celebration of the Day of the Dead.
- compare/contrast the Day of the Dead with Thanksgiving.
- describe in Spanish flags from various Spanish-speaking countries.
- state in Spanish which body part(s) hurt(s).

UNIT 1
¡Conozcamos el mundo hispanohablante!
(Let's Get to Know the Spanish-Speaking World!)

Unit Goals

At the completion of this unit, students will:

ACTFL Interpersonal Communication (Standard 1.1)	Recite the numbers 1-31 in Spanish.
ACTFL Interpersonal Communication (Standard 1.1)	Greet and introduce themselves to their classmates in Spanish using simple sentences.
ACTFL Interpersonal Communication (Standard 1.1)	Recite in Spanish the days, months, and seasons of the year, along with identifying current weather conditions.
ACTFL Interpersonal Communication (Standard 1.1)	State in Spanish their current feelings.
ACTFL Interpretive Communication (Standard 1.2)	Respond in Spanish to basic classroom commands given by the teacher.
ACTFL Interpersonal Communication (Standard 1.1)	State in Spanish the day and month of their birthday.
ACTFL Interpersonal Communication (Standard 1.1)	State in Spanish their age.
ACTFL Cultures: Relating Cultural Products to Perspectives (Standard 2.2)	Identify the Mexican flag, its colors, and its significance.
ACTFL Cultures: Relating Cultural Practices to Perspectives (Standard 2.1)	Recognize and be able to explain culturally significant holidays and traditions.
ACTFL Connections: Making Connections (Standard 3.1)	
ACTFL Comparisons: Cultural Comparisons (Standard 4.2)	
ACTFL Communities: Lifelong Learning (Standard 5.2)	Reflect on their growth as Spanish learners.

Unit Essential Questions

- How do people from other cultures introduce themselves?
- How does the weather affect our lives on a daily basis?
- What impact does culture have on holidays and celebrations?
- What role do non-verbal cues play in understanding someone who is giving directions?

Scope and Sequence

- Spanish-speaking countries and their location in the world
- Spanish greetings and salutations
- Introducing oneself
- Spanish calendar (days, months, seasons)
- Spanish numbers 1-31
- Classroom commands in Spanish
- Mexican Independence Day
- Hispanic Heritage Month/Day
- Day of the Dead vs. Thanksgiving
- Viewing of *Coco*
- Talking about oneself in Spanish (birthday, age)

Assured Assessment

- Each student's understanding and effort will be reflected on the Trimester 1 standards-based report card, and will be based on teacher observation of individual, small-group, or whole-class responses/performance, as well as teacher questioning to check for understanding.

Resources

Core

- Teacher-created materials posted on Google Classroom

Supplemental

- Relevant online videos:
 - Basho & Friends. "Learn Spanish Greetings – Hola Amigo." <http://www.viewpure.com/NMZzGZu15vk?start=0&end=0>. Accessed June 18, 2019. Web.
 - Basho & Friends. "Numbers Song in Spanish." <http://www.viewpure.com/6FEyfy5N3Nc?start=0&end=0>. Accessed June 18, 2019. Web.
 - Basho & Friends. "Spanish Calendar Song." http://www.viewpure.com/BdLuT_P0OzE?start=0&end=0. Accessed June 18, 2019. Web.
 - "Cumpleaños Felix." http://www.viewpure.com/JKjKo6_TPEA?start=0&end=0. Accessed June 18, 2019. Web.
 - Curriculum Pathways. "Las Estaciones." <http://www.viewpure.com/XhGkTV84WZM?start=0&end=0>. Accessed June 18, 2019. Web.
 - Infante, Pedro. "Las Mananitas." http://www.viewpure.com/7Qb_JC04GkQ?start=0&end=0. Accessed June 18, 2019. Web.
 - Learn Spanish World, "Why Learn Spanish? And Reasons to Learn Spanish," September 4, 2017. <https://www.youtube.com/watch?v=Q3xvmc1gVVE>. Accessed June 18, 2019. Web.
 - MacArthur, Barbara. "Spanish Speaking Countries Song." <http://www.viewpure.com/6v95FATsydI?start=0&end=0>. Accessed June 18, 2019. Web.

- “Months of the Year Song in Spanish!”
<http://www.viewpure.com/clugJoYmk88?start=0&end=0>. Accessed June 18, 2019.
Web.
- *Coco*. Dir. Lee Unkrich. Disney, 2017. Film.

Time Allotment

- Trimester 1

UNIT 2
¡Expresémonos en el salón de clase!
(Let's Express Ourselves in the Classroom!)

Unit Goals

At the completion of this unit, students will:

ACTFL Interpersonal Communication (Standard 1.1)	Continue to recite the numbers 1-31 in Spanish.
ACTFL Interpersonal Communication (Standard 1.1)	Continue to greet and introduce themselves to their classmates in Spanish using simple sentences.
ACTFL Interpersonal Communication (Standard 1.1)	Continue to recite in Spanish the days, months, and seasons of the year, along with identifying current weather conditions.
ACTFL Interpersonal Communication (Standard 1.1)	Continue to state in Spanish their current feelings.
ACTFL Interpretive Communication (Standard 1.2)	Continue to respond in Spanish to basic classroom commands given by the teacher.
ACTFL Interpersonal Communication (Standard 1.1)	Continue to state in Spanish the day and month of their birthday.
ACTFL Interpersonal Communication (Standard 1.1)	Continue to state in Spanish their age.
ACTFL Cultures: Relating Cultural Products to Perspectives (Standard 2.2) ACTFL Connections: Making Connections (Standard 3.1)	Create an <i>alebrije</i> and give it a name, birthday, and age.
ACTFL Interpersonal Communication (Standard 1.1)	Identify in Spanish essential school supplies.
ACTFL Interpersonal Communication (Standard 1.1)	Identify/state in Spanish the numbers 31-100.
ACTFL Communities: Lifelong Learning (Standard 5.2)	Reflect on their growth as Spanish learners.

Unit Essential Questions

- How can I apply my knowledge of new vocabulary to a description of something?
- What are the supplies and items that make a classroom run?
- What is the significance of an *alebrije* in Mexican culture?

Scope and Sequence

- Continued practice in Spanish with days, months, seasons, numbers, introductions, weather, and sentiments
- Colors in Spanish
- Age in Spanish
- *Alebrijes*
- School supplies in Spanish
- Spanish numbers 31-100

Assured Assessment

- Each student's understanding and effort will be reflected on the Trimester 2 standards-based report card, and will be based on teacher observation of individual, small-group, or whole-class responses/performance, as well as teacher questioning to check for understanding.

Resources

Core

- Teacher-created materials posted on Google Classroom

Supplemental

- Relevant online videos:
 - Basho & Friends. "Count to 1000 in Spanish."
<http://www.viewpure.com/Yidnh5oOEEM?start=0&end=0>. Accessed June 18, 2019. Web.
 - "Building Beautiful Monsters in Mexico." <http://www.viewpure.com/dmTSY-VozkA?start=0&end=0>. Accessed June 18, 2019. Web.
 - ["Listening Practice with Numbers in Spanish."]
https://www.spanishspanish.com/numbers/numbers_practice100.html. Accessed June 18, 2019. Web.
 - Risas y Sonrisas Spanish for Kids. "Los Colores: The Colors in Spanish Song."
<http://www.viewpure.com/zpLQSdu4V94?start=0&end=0>. Accessed June 18, 2019. Web.

Time Allotment

- Trimester 2

UNIT 3
¡Expresémonos fuera del salón de clase!
(Let's Express Ourselves Outside the Classroom!)

Unit Goals

At the completion of this unit, students will:

ACTFL Interpersonal Communication (Standard 1.1)	Continue to recite the numbers 1-31 in Spanish.
ACTFL Interpersonal Communication (Standard 1.1)	Continue to greet and introduce themselves to their classmates in Spanish using simple sentences.
ACTFL Interpersonal Communication (Standard 1.1)	Continue to recite in Spanish the days, months, and seasons of the year, along with identifying current weather conditions.
ACTFL Interpersonal Communication (Standard 1.1)	Continue to state in Spanish their current feelings.
ACTFL Interpretive Communication (Standard 1.2)	Continue to respond in Spanish to basic classroom commands given by the teacher.
ACTFL Interpersonal Communication (Standard 1.1)	Continue to state in Spanish the day and month of their birthday.
ACTFL Interpersonal Communication (Standard 1.1)	Continue to state in Spanish their age.
ACTFL Interpersonal Communication (Standard 1.1)	Continue to identify in Spanish essential school supplies.
ACTFL Interpersonal Communication (Standard 1.1)	Continue to identify/state in Spanish the numbers 31-100.
ACTFL Interpersonal Communication (Standard 1.1)	State in Spanish their country of origin.
ACTFL Presentational Communication (Standard 1.3) ACTFL Connections: Making Connections (Standard 3.1)	Describe in Spanish flags from various Spanish-speaking countries.
ACTFL Interpersonal Communication (Standard 1.1) ACTFL Interpretive Communication (Standard 1.2)	Identify in Spanish school subjects, and state in Spanish their favorite subject.

ACTFL Interpersonal Communication (Standard 1.1)	State in Spanish which body part(s) hurt(s).
ACTFL Interpersonal Communication (Standard 1.1)	State in Spanish the continent on which each Spanish-speaking country is located.
ACTFL Communities: Lifelong Learning (Standard 5.2)	Reflect on their growth as Spanish learners.

Unit Essential Questions

- What are the defining characteristics of understanding another country and culture?
- How does one talk in Spanish about accidents and injuries to oneself?
- How does one talk in Spanish about the classes one takes in school?

Scope and Sequence

- Continued practice in Spanish with days, months, seasons, numbers, introductions, weather, sentiments, the numbers 1-100, and school supplies
- Spanish-speaking countries
- Origin in Spanish
- School subjects in Spanish
- Body parts in Spanish

Assured Assessment

- Each student’s understanding and effort will be reflected on the Trimester 3 standards-based report card, and will be based on teacher observation of individual, small-group, or whole-class responses/performance, as well as teacher questioning to check for understanding.

Resources

Core

- Teacher-created materials posted on Google Classroom

Supplemental

- Relevant online videos:
 - Calico Spanish Songs. “What’s Your Favorite Subject in School? ¿Cuál Es Tu Materia Favorita?” <http://www.viewpure.com/m5fdWGeHBtM?start=0&end=0>. Accessed June 18, 2019. Web.
 - Calico Spanish Songs for Kids. “Where Are You From? ¿De Dónde Eres Tú?” <http://www.viewpure.com/9bFRTm4J7PM?start=0&end=0>. Accessed June 18, 2019. Web.
 - Rockalingua. “Los Países de Habla Hispana: Spanish-Speaking Countries.” <https://rockalingua.com/videos/spanish-speaking-countries>. Accessed June 18, 2019. Web.
 - Videos focused on particular Spanish-speaking countries:
 - CAFOD. “The Landscape in El Salvador.” <http://www.viewpure.com/fpzSVEeHnoU?start=0&end=0>. Accessed June 18, 2019. Web.

- “A Day in the Life of a Costa Rican School Pupil.”
<http://www.viewpure.com/4IR741maDPw?ref=search>. Accessed June 18, 2019. Web.
- “Discover These Facts about Chile.”
<http://www.viewpure.com/wnVOI20yPnI?start=0&end=0>. Accessed June 18, 2019. Web.
- “Discover These Fascinating Facts about the Dominican Republic.”
<http://www.viewpure.com/CYklciXInRg?start=0&end=0>. Accessed June 18, 2019. Web.
- “Discover These Fascinating Facts about Honduras.”
<http://www.viewpure.com/RTB4VuWiGtM?start=0&end=0>. Accessed June 18, 2019. Web.
- “Fast Facts of Uruguay.”
<http://www.viewpure.com/QmUnnq9V7bI?start=0&end=0>. Accessed June 18, 2019. Web.
- “Guatemala.” <http://www.viewpure.com/nUG3QQcO6Lk?start=0&end=0>. Accessed June 18, 2019. Web.
- National Geographic. “Machu Picchu 101.” <http://www.viewpure.com/cnMa-Sm9H4k?start=0&end=0>. Accessed June 18, 2019. Web.
- “Puerto Rico Facts for Kids – Top 10.”
<http://www.viewpure.com/JBycGQqGCEw?start=0&end=0>. Accessed June 18, 2019. Web.
- “7 Facts Worth Knowing about Argentina.”
<http://www.viewpure.com/7EAx9PtIQE?start=0&end=0>. Accessed June 18, 2019. Web.
- “Some Surprising Facts about Nicaragua.”
<http://www.viewpure.com/C3KGXvbXaMM?start=0&end=0>. Accessed June 18, 2019. Web.
- “Spain Introduction.”
<http://www.viewpure.com/GwcN6NRk7Rk?start=0&end=0>. Accessed June 18, 2019. Web.
- “10 Amazing Facts about Mexico.” <http://www.viewpure.com/6TrOme-h4IA?start=0&end=0>. Accessed June 18, 2019. Web.
- “10 Spectacular Facts about Venezuela.” <http://www.viewpure.com/oCJXXCkw-jo?start=0&end=0>. Accessed June 18, 2019. Web.
- “Things You Didn’t Know about Panama.”
<http://www.viewpure.com/LpxN2gEp5AA?start=0&end=0>. Accessed June 18, 2019. Web.
- Top Facts. “Top 10 Facts – Paraguay.”
<http://www.viewpure.com/F9kg8UmeAYg?start=0&end=0>. Accessed June 18, 2019. Web.
- Worlds Together Series Trailer. “Cuba for Kids.”
<http://www.viewpure.com/io8wXRXDhQ8?start=0&end=0>. Accessed June 18, 2019. Web.

Time Allotment

- Trimester 3

ASSURED STUDENT PERFORMANCE ASSESSMENTS

- Development of Aural/Oral Skills in Spanish (attached)
- Venn Diagram Comparing Day of the Dead with Thanksgiving (attached)
- *Alebrije* Description (attached)
- *País* Notetaking (attached)

Development of Aural/Oral Skills in Spanish

Me llamo: _____

Directions: Go around the classroom asking your classmates “¿Cómo estás? Write their name and then put a ✓ in the box for their response.



NOMBRE	BIEN	MAL	ASÍ ASÍ

¿Quién soy yo?

¿Cómo te llamas?

Me llamo name

What's your name?

My name is _____

¿Cuándo es tu cumpleaños?

Mi cumpleaños es el # de month.

enero	julio
febrero	agosto
marzo	septiembre
abril	octubre
mayo	noviembre
junio	diciembre

When is your birthday?

My birthday is _____.

¿Cuántos años tienes?

Tengo # años.

How old are you?

I am _____ years old.

¿Cuál es tu color favorito?

Mi color favorito es _____.



What's your favorite color?

My favorite color is _____.

¿De dónde eres?

Soy de _____.

los Estados Unidos.

Where are you from?

I am from _____.

the United States.

¿Cuál es tu materia favorita?

Mi materia favorita es _____.

el recreo
la ciencia
las ciencias sociales
el español
la escritura
la lectura
las matemáticas
el arte
la música
la ortografía
la educación física

What's your favorite subject?

My favorite subject is _____.

recess
science
social studies
Spanish
writing
reading
math
art
music
spelling
gym

¿Qué tienes en tu mochila?

Tengo _____.

What do you have in your backpack?

I have _____.

¿Cómo estás?

Estoy...

feliz
triste
bien / mal
enojado(a)
emocionado(a)
cansado(a)
nervioso(a)
enfermo(a)

How are you?

I am...

happy
sad
well/bad
mad
excited
tired
nervous
sick

Tengo...

hambre
calor
frío
miedo
sueño
sed

I am...

hungry
hot
cold
afraid
sleepy
thirsty

Me llamo _____

Directions: Imagine there is a new student in class who just moved here from Spain. The student wants to get to know you better by asking you the questions below. Respond to each question in a complete sentence in Spanish.

1. ¿Cómo te llamas? _____

2. ¿Cómo estás? _____

3. ¿Cuántos años tienes? _____

4. ¿Cuándo es tu cumpleaños? _____

5. ¿Cuál es tu color favorito? _____

¿Cómo te llamas?



Me llamo _____

Estoy

😊 Bien 😞 Mal

😞 Así Así 😊 Así Así

Oraciones Para la Clase

¿Cuántos años tienes tú?

Yo tengo doce años.

“Mi cumpleaños es el _____ de _____.”

e.g. mi cumpleaños el uno de mayo.
mi cumpleaños el dos de enero.
mi cumpleaños el seis de septiembre.
mi cumpleaños el diecisiete de octubre
mi cumpleaños el treinta de noviembre

¿Cuál es tu color favorito?



Mi color favorito es morado.

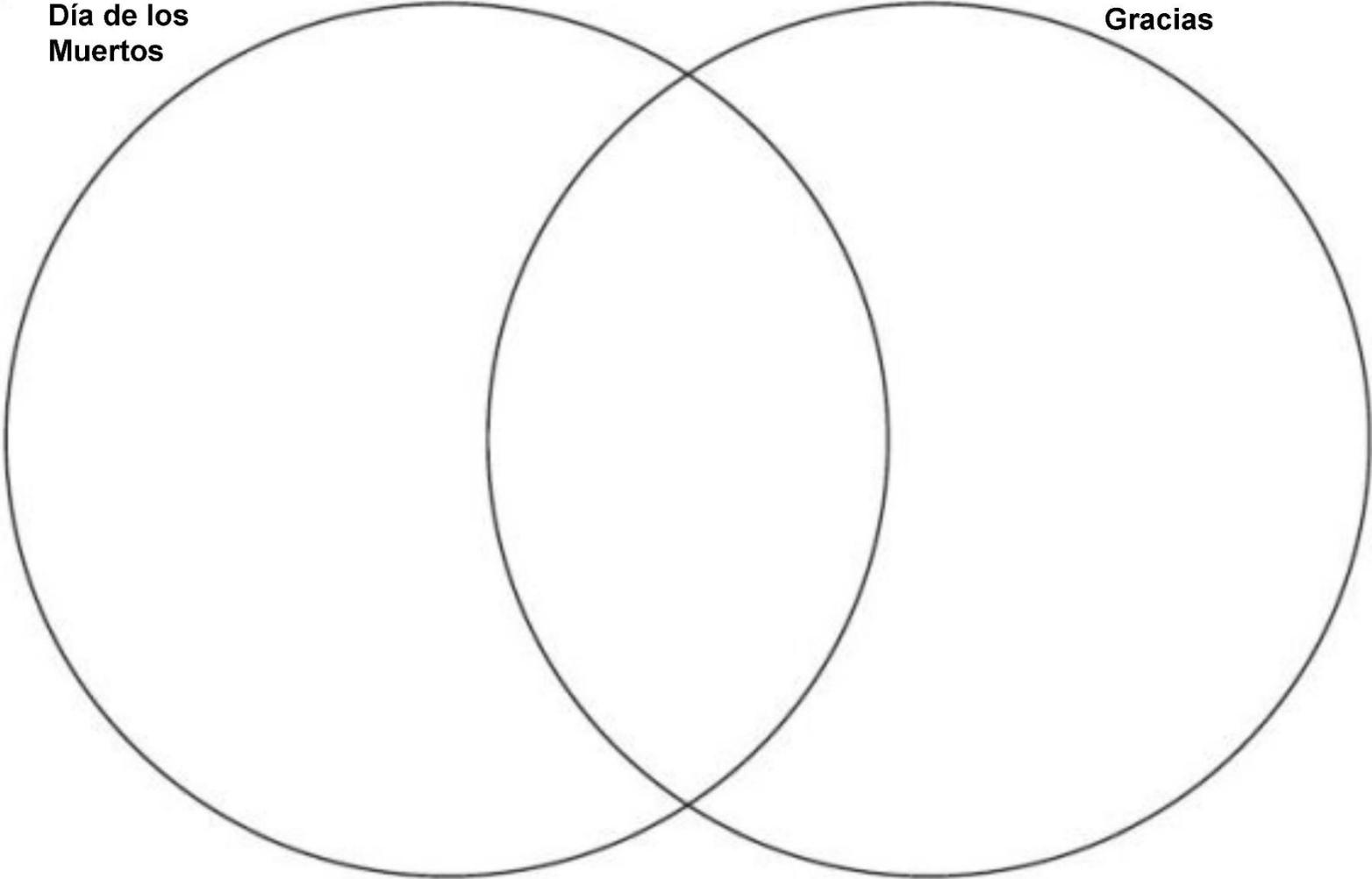
Venn Diagram Comparing Day of the Dead with Thanksgiving

Name: _____ Date: _____ Class Period: _____

Day of Dead
Día de los
Muertos



Thanksgiving
Día de Acción de
Gracias



Alebrije Description

Mi alebrije por: _____

Me llamo _____.

Soy _____.

Soy _____.

Mi cumpleaños es el _____ de _____.

Tengo _____ años.

Mi alebrije por: _____ YOUR NAME

Me llamo _____ CHOOSE A NAME FOR YOUR ALEBRIJE

Soy **pequeño (small), mediano (medium), grande (big)** _____.

Soy **azul, verde, amarillo, negro, blanco, morado, marrón, gris,** _____
anaranjado

Mi cumpleaños es el # _____ de _____ month in Spanish (enero, ...)

Tengo # _____ años.

País Notetaking

País: _____

La capital es _____.

Está en _____.

_____ es de _____.

La bandera es _____.



Aprendí que

País: _____

La capital es _____.

Está en _____.

_____ es de _____.

La bandera es _____.



Aprendí que

