



# **World Language Curriculum**

## **Grade 5 Spanish**

## Grade 5 World Language: Description

The primary goal of the Fairfield Public Schools World Language Curriculum is to create global citizens and lifelong learners who have developed the ability “to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world” (National Standards in Foreign Language Education Project, p.11).

Students in the Fairfield Public Schools are *immersed in a World Language program which emphasizes “knowing how (grammar), when (context), and why (purpose) to say what (vocabulary) to whom (audience)”* (National Standards in Foreign Language Education Project, p.12). *Emphasis is placed on the three communicative modes: presentational (written and oral language), interpretive (oral or written messages), and interpersonal (direct oral communication) and the study of culture, which is based on the relationship between product, practice, and perspective. Vocabulary development, functions and related grammatical structures and the exploration of culture are maintained through reading, writing, speaking, and listening activities throughout the program.*

Aligned with the newly released National Standards, World-Readiness Standards for Learning Languages, State Standards, and the AP Themes, our program introduces students to the target language and culture through authentic materials and real world application allowing learners to learn, practice, and apply their developing skills in spontaneous interactions and in non-rehearsed contexts.

The learner in **Grade 5** will:

- communicate information on a few, very familiar topics using single words and simple phrases that have been practiced and memorized.
- recognize some familiar words and phrases from highly predictable oral or written texts.
- derive meaning from authentic texts that are extremely supported by visuals.
- write lists and short messages using highly practiced sentences and formulaic questions.

National Standards in Foreign Language Education Project (NSFLEP). (2015). World-Readiness standards for learning languages (W-RSLL). Alexandria, VA: Author. Retrieved from: <http://www.actfl.org/publications/all/world-readiness-standards-learning-languages>

**World Language Standards for Learning Languages: Goal Areas and Standards**  
**(from the American Council on the Teaching of Foreign Languages - ACTFL)**

**COMMUNICATION: Learners communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.**

- Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (Interpersonal Communication)
- Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (Interpretative Communication)
- Learners 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. (Presentational Communication)

**CULTURES: Learners interact with cultural competence and understanding.**

- Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (Relating Cultural Practices to Perspectives)
- Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (Relating Cultural Products to Perspectives)

**CONNECTIONS: Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.**

- Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (Making Connections)
- Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. (Acquiring Information and Diverse Perspectives)

**COMPARISONS: Learners develop insight into the nature of language and culture in order to interact with cultural competence.**

- Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (Language Comparisons)
- Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (Cultural Comparisons)

**COMMUNITIES: Learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.**

- Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (School and Global Communities) Learners set goals and reflect on their progress in using language for enjoyment, enrichment, and advancement. (Lifelong Learning)

## **Grade 5 World Language: Overview**

### **Course Essential Questions**

How does culture affect how I shop?

Why do people celebrate?

Why do we need to protect the environment?

## Course Themes and Recommended Context

All World Language courses are theme-based, with selected themes based on the Advanced Placement Course

### Global Challenges

- Economic Issues
- Environmental Issues
- Philosophical Thought and Religion
- Population and Demographics
- Social Welfare
- Social Conscience

### Science and Technology

- Access to Technology
- Effects of Technology on Self and Society
- Health Care and Medicine
- Innovations
- Natural Phenomena
- Science and Ethics

### Contemporary Life

- Education and Careers
- Entertainment
- Travel and Leisure
- Lifestyles
- Relationships
- Social Customs and Values
- Volunteerism

### Personal and Public Identities

- Alienation and Assimilation
- Heroes and Historical Figures
- National and Ethnic Identities
- Personal Beliefs

- Personal Interests
- Self-Image

### Families and Communities

- Customs and Values
- Education Communities
- Family Structure
- Global Citizenship
- Human Geography
- Social Networking

### Beauty and Aesthetics

- Architecture
- Defining Beauty
- Defining Creativity
- Fashion and Design
- Language and Literature
- Visual and Performing Arts

<b>Grade 5 World Language: Overview</b>	
<b>Assessments</b>	
<p>Assessments are based on students' ability to read, write, listen, and speak the language in both rehearsed and unrehearsed formats. Correct use of language functions is included in each type of assessment.</p> <p>Students' progress will be measured with both formative and summative assessments. Common assessments will be used and analyzed by teachers of each course.</p>	
<b>Teacher Resources</b>	
<p>In addition to the approved text, teachers will use a variety of resources including authentic literature, videos, songs, and online periodicals.</p>	

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Unit Title	Unit Topic (AP Course Theme)	Language Function	Related Structure/Pattern	Vocabulary
<b>Unit 1</b>	Shopping at the Market: Chichicastenango, Guatemala (Contemporary Life)	Negotiate cost.  Extend social courtesies.  Make a purchase.	How much does it cost? How much do they cost?  How are you (formal)? I am well, thank you. And you? Have a nice day.  I would like to buy <i>a mango</i> .	<b>Tier 1</b> Words and phrases related to shopping at a market. Example: Give me (I would like to buy)  <b>Tier 2</b> Idiomatic expressions and language specific vocabulary Example: How much does it cost?
<b>Unit 2</b>	Rites of Passage: Puerto Rico (Families and Communities)	Determine when a celebration is.  Share what I do at a celebration.  Express likes and dislikes.	When is ... It's <i>March 9<sup>th</sup>, 2015</i> .  <i>I dance, eat, talk, etc.</i>  I like/don't like	<b>Tier 1</b> Words and phrases related to a celebration Example: activities  <b>Tier 2</b> Idiomatic expressions and language specific vocabulary Example: I like

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<b>Unit 3</b>	Ecotourism: Ecuador (Global Challenges)	Identify various animals indigenous/endemic to the Galapagos islands.  Describe animals.  Indicate where animals live.  Indicate what animals need to survive.	There is/There are ...  <i>A shark is dangerous.</i>  <i>Penguins</i> live in the Galápagos.  <i>Sharks</i> need ...	<b>Tier 1</b> Words and phrases related to ecotourism. Example: animals  <b>Tier 2</b> Idiomatic expressions and language specific vocabulary Example: There is/There are
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	<b>Unit 1</b>
<b>Theme</b>	Contemporary Life
<b>Topic</b>	Shopping at the Market: Chichicastenango, Guatemala
<b>Overview Unit # 1</b>	Learners will travel to Chichicastenango, Guatemala in Unit 1 where they will explore the market and the products that are for sale. They will continue with their passport portfolio from 4 <sup>th</sup> grade and update it in Guatemala.
<b>Essential Question</b>	How does a culture affect how I shop?
<b>Unit Focus</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• locate Guatemala on a map.</li> <li>• identify social courtesies and mannerisms.</li> <li>• convert US dollars to Guatemalan quetzals.</li> <li>• identify items that are sold at a market.</li> <li>• negotiate a purchase at a market.</li> </ul>

World Readiness Standards For Learning Languages Emphasized in the Unit		
<b>Communication</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	<b>1) Interpersonal Communication</b> <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i>	
	<b>Unrehearsed Speaking</b> Example: Learners will purchase something at a market.	
	<b>2) Interpretive Communication</b> <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i>	
	<b>Listening</b> Example: Learners will listen to a buyer and seller bartering a purchase and demonstrate comprehension.	<b>Reading</b> Example: Learners will read an advertisement for the market in Chichicastenango and identify key elements.
	<b>3) Presentational Communication</b> <i>Learners present information, concepts, 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.</i>	
	<b>Rehearsed Writing and Speaking</b> Example: Learners will create a poster of typical Guatemalan items sold at the market.	
<b>Cultures</b> Interact with cultural competence and understanding	<b>1) Relating Cultural Practices to Perspectives</b> <i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i>	
	<b>2) Relating Cultural Products to Perspectives</b> <i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i>	
	<b>Learners will demonstrate an understanding of the relationship between cultural practices and perspectives of the culture and the cultural products and perspectives of the culture.</b> Example: Learners will describe practices related to a market and the role markets play.	

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<b>Connections</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	<b>1) Making Connections</b> <i>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</i>
	<b>Examples of connections to other disciplines:</b> <u>Math:</u> Converting foreign currency (multiplying and dividing)
	<b>2) Acquiring Information and Diverse Perspectives</b> <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i>
	Example: Learners will explain customs regarding the market.
<b>Comparisons</b> Develop insight into the nature of language and culture in order to interact with cultural competence	<b>1) Language Comparisons</b> <i>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i>
	Example: Learners will compare third person singular and plural of the verb <i>to cost</i> .
	<b>2) Cultural Comparisons</b> <i>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</i>
	Example: Learners will compare and contrast the concept of bartering versus paying the indicated price.
<b>Communities</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	<b>1) School and Global Communities</b> <i>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</i>
	Example: Learners will present the unique cultural aspects of the market in Chichicastenango.
	<b>2) Lifelong Learning</b> <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	Example: Learners will reflect on how the language people use reflects a culture.

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
Negotiate cost.	How much does it cost? How much do they cost?	<b>Tier 1</b> Words and phrases related to shopping at a market. Example: Give me (I would like to buy)  <b>Tier 2</b> Idiomatic expressions and language specific vocabulary Example: How much does it cost?
Extend social courtesies.	How are you (formal)? I am well, thank you. And you? Have a nice day.	
Make a purchase.	I would like to buy <i>a mango</i> .	

	<b>Unit 2</b>
<b>Theme</b>	Families and Communities
<b>Topic</b>	Rites of Passage
<b>Overview Unit # 2</b>	Learners will travel to Puerto Rico in Unit 2. They will explore what goes into planning a <i>Quinceañera</i> . They will update their passport in Puerto Rico.
<b>Essential Question</b>	Why do people celebrate?
<b>Unit Focus</b>	Learners will: <ul style="list-style-type: none"><li>• identify milestone birthdays.</li><li>• explain customs related to birthday celebrations.</li><li>• plan a <i>Quinceañera</i> (coming of age birthday for girls).</li></ul>

World Readiness Standards For Learning Languages Emphasized in the Unit		
<b>Communication</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	<b>1) Interpersonal Communication</b> <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i>	
	Example: Learners will discuss their next birthday celebration.	
	<b>2) Interpretive Communication</b> <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i>	
	<b>Listening</b> Example: Learners will listen to activity statements and demonstrate comprehension.	<b>Reading</b> Example: Learners will read an invitation and demonstrate comprehension.
	<b>3) Presentational Communication</b> <i>Learners present information, concepts, 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.</i>	
<b>Cultures</b> React with cultural competence and understanding	<b>Rehearsed Writing and Speaking</b> Example: Learners will create an invitation for a <i>Quinceañera</i> celebration.	
	<b>1) Relating Cultural Practices to Perspectives</b> <i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i>	
	<b>2) Relating Cultural Products to Perspectives</b> <i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i>	
	<b>Learners will demonstrate an understanding of the relationship between cultural practices and perspectives of the culture and the cultural products and perspectives of the culture.</b> Example: Learners will explain the significance of changing from flat shoes to heels during the <i>Quinceañera</i> celebration.	

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<b>Connections</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	<b>1) Making Connections</b> <i>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</i>
	<b>Examples of connections to other disciplines:</b> <u>Social Studies:</u> Cultural customs and traditions
	<b>2) Acquiring Information and Diverse Perspectives</b> <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i>
	Example: Learners will explore the importance of a <i>Quinceañera</i> in the life of a Puerto Rican girl.
<b>Comparisons</b> Develop insight into the nature of language and culture in order to interact with cultural competence	<b>1) Language Comparisons</b> <i>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i>
	Example: Learners will recognize how the date is written.
	<b>2) Cultural Comparisons</b> <i>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</i>
	Example: Learners will compare and contrast a Sweet 16 and a <i>Quinceañera</i> .
<b>Communities</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	<b>1) School and Global Communities</b> <i>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</i>
	Example: Learners will describe various traditions at a <i>Quinceañera</i> .
	<b>2) Lifelong Learning</b> <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	Example: Learners will reflect on the significance of traditions at a celebration.

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
Determine when a celebration is.	When is ...? It's <i>March 9<sup>th</sup></i> , 2015.	<b>Tier 1</b> Words and phrases related to a celebration. Example: activities  <b>Tier 2</b> Idiomatic expressions and language specific vocabulary Example: I like ...
Share what I do at a celebration.	<i>I dance, eat, talk, etc.</i>	
Express likes and dislikes.	I like/don't like ...	



	<b>Unit 3</b>
<b>Theme</b>	Global Challenges
<b>Topic</b>	Ecotourism
<b>Overview Unit # 3</b>	In Unit 3, learners will participate in a virtual ecotour of the Galápagos islands off the coast of Ecuador. They will explore and describe the unique ecosystem. They will develop an awareness of the need to protect the environment. Learners will update their passport in the Galápagos.
<b>Essential Question</b>	Why do we need to protect the environment?
<b>Unit Focus</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• locate the Galápagos islands off the coast of Ecuador on a map.</li> <li>• identify and describe animals indigenous and/or endemic to the Galápagos islands.</li> <li>• indicate where animals live and what they need to survive.</li> <li>• identify ways to protect the environment.</li> <li>• illustrate how their actions influence the environment.</li> </ul>

World Readiness Standards For Learning Languages Emphasized in the Unit		
<b>Communication</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	<b>1) Interpersonal Communication</b> <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i>	
	Example: Learners will role play as ecotourists visiting the Galápagos.	
	<b>2) Interpretive Communication</b> <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i>	
	<b>Listening</b> Example: Learners will listen to statements describing animals and select the appropriate picture.	<b>Reading</b> Example: Learners will read a poster/brochure describing ways to protect the environment and demonstrate comprehension.
	<b>3) Presentational Communication</b> <i>Learners present information, concepts, 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.</i>	
<b>Cultures</b> React with cultural competence and understanding.	<b>Rehearsed Writing and Speaking</b> Example: Learners will convince others to protect the environment.	
	<b>1) Relating Cultural Practices to Perspectives</b> <i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i>	
	<b>2) Relating Cultural Products to Perspectives</b> <i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i>	
	<b>Learners will demonstrate an understanding of the relationship between cultural practices and perspectives of the culture and the cultural products and perspectives of the culture.</b>	
	Example: Learners will explain the importance of maintaining a National Park and protecting the wildlife there.	

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<b>Connections</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	<b>1) Making Connections</b> <i>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</i>
	<b>Examples of connections to other disciplines:</b> <u>Science:</u> Animals and their habitats
	<b>2) Acquiring Information and Diverse Perspectives</b> <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i>
	Example: Learners will compare and contrast ecotourism with traditional tourism.
<b>Comparisons</b> Develop insight into the nature of language and culture in order to interact with cultural competence	<b>1) Language Comparisons</b> <i>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i>
	Example: Learners will understand agreement between nouns and adjectives.
	<b>2) Cultural Comparisons</b> <i>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</i>
	Example: Learners will compare and contrast protected species from various countries.
<b>Communities</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	<b>1) School and Global Communities</b> <i>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</i>
	Example: Learners will illustrate how to protect endangered animals.
	<b>2) Lifelong Learning</b> <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	Example: Learners will reflect on the need to be environmentally active.

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
Identify animals indigenous/endemic to the Galapagos islands.	There is/There are ...	<b>Tier 1</b> Words and phrases related to ecotourism. Example: animals  <b>Tier 2</b> Idiomatic expressions and language specific vocabulary Example: There is/There are
Describe animals.	<i>A shark is dangerous.</i>	
Indicate where animals live.	<i>Penguins</i> live in the Galápagos.	
Indicate what animals need to survive.	<i>Sharks</i> need ...	