

# Spanish Curriculum

## Fifth Grade

By the end of fifth grade, students will identify letter sound relationships and recognize new words by the use of phonics skills and word patterns. The fifth grader will know how to express and use letter sound relationships so that they can demonstrate comprehension through the use of context clues. They will be able to apply word relationships to other subject areas and will use the skills to read appropriate books, write sentences and short stories, and listen to and speak in Spanish.

**Archdiocese of Santa Fe Standard 1:      Communication**  
**Students will increase their knowledge and understanding of the Spanish language and become active participants in our multilingual and multicultural society.**

NSFLE Standard 1:    Communication  
 Students communicate in languages other than English.

NSFLE Standard 3:    Connections  
 Students connect with other disciplines and acquire information.

NSFLE Standard 4:    Comparisons  
 Students develop insight into the nature of language and culture.

NSFLE Standard 5:    Communities  
 Students participate in multilingual communities at home and around the world.

*These objectives should be achieved per grade level by all schools. The curriculum may be tailored for schools that offer a Spanish program of less than three times per week in accordance with each school's resources and the approval of the school's administration.*

### Essential for Mastery in Grade 5

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate the student has achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<i>NOTE: Provide age-appropriate literature and</i>		

<i>songs pertaining to the topic being taught. All previous grade level outcomes should be reviewed and reinforced.</i>		
<b>A. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Spanish.</b>		
1. Acquire goods and information through interactions.	<ul style="list-style-type: none"> <li>Utilize basic questions to obtain information from peers and teacher.</li> </ul>	
<b>B. Students understand and interpret written and spoken language on a variety of topics, including the appropriate article.</b>		
1. Expand the number base to 100-200 (orally) and 31-100 (written).	<ul style="list-style-type: none"> <li>Recite numbers from 100-200 and identify them when out of sequence.</li> <li>Recognize correct spelling for numbers 31-100.</li> <li>Write numbers correctly from 0-20.</li> </ul>	
2. Identify the house (rooms and items).	<ul style="list-style-type: none"> <li>Vocabulary: Be able to match/label correct rooms and items around the house.</li> </ul>	
3. Ask and give directions from one point to another.	<ul style="list-style-type: none"> <li>Demonstrate knowledge of key vocabulary words when giving/asking for directions.</li> </ul>	
4. Tell time.	<ul style="list-style-type: none"> <li>Orally: Provide correct verb conjugation (<i>son; es</i>) when telling time, as well as, accurate number information (i.e., 1:00 p.m. <i>es la una de la tarde</i>; 9:00 a.m. <i>son las nueve de la mañana</i>).</li> </ul>	
<b>C. Students demonstrate ability to present information, concepts, and ideas on a variety of topics and understand the mechanics of how the Spanish language works.</b>		
1. Be able to utilize conjunctions and prepositions in writing.	<ul style="list-style-type: none"> <li>Demonstrate proper usage of conjunctions and prepositions when writing sentences.</li> </ul>	
2. Conjugate regular –ar, –er and –ir.	<ul style="list-style-type: none"> <li>Demonstrate orally and in written form proper verb conjugations according to</li> </ul>	

	subject pronouns.	
3. Ask and respond appropriately to questions (affirmative and negative forms).	<ul style="list-style-type: none"> <li>Demonstrate correct question/answer format in everyday social interactions.</li> </ul>	
4. Interpret visually, orally, and in written form with material provided.	<ul style="list-style-type: none"> <li>Demonstrate orally and in written form a mixture of vocabulary words and phrases (i.e., conversation starters, key question words, key direction words, numbers, house, telling time, conjunctions and prepositions) through literature, music, games, illustrations, pictures, and symbols.</li> </ul>	

**Archdiocese of Santa Fe Standard 2: Culture**  
**Students attain knowledge and understanding of the Spanish culture.**

NSFLE Standard 2: Cultures  
 Students gain knowledge and understanding of other cultures.

NSFLE Standard 4: Comparisons  
 Students develop insight into the nature of language and culture.

*These objectives should be achieved per grade level by all schools. The curriculum may be tailored for schools that offer a Spanish program of less than three times per week in accordance with each school's resources and the approval of the school's administration.*

**Essential for Mastery in Grade 5**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
NOTE: <i>Provide age-appropriate literature and songs pertaining to the topic being taught. All previous grade level outcomes should be reviewed and reinforced.</i>		

<b>A. Students demonstrate an understanding of the relationship between the cultural practices of the Spanish language.</b>		
1. Identify and understand the festive activities and celebrations that take place for the veneration of <i>La Virgen de Guadalupe</i> .	<ul style="list-style-type: none"> <li>Provide facts pertaining to the celebrations for <i>La Virgen de Guadalupe</i>.</li> </ul>	
2. Understand <i>El Mariachi</i> and <i>Las Mañanitas</i> (morning serenade).	<ul style="list-style-type: none"> <li>Explain the origin of <i>El mariachi</i>. Understand and sing the lyrics of <i>Las Mañanitas</i>.</li> </ul>	
3. Understand <i>Los Matachines</i> in both Mexico and New Mexico in relation to its cultural value and beliefs.	<ul style="list-style-type: none"> <li>Can provide differences and similarities about <i>Los Matachines</i> from Mexico and New Mexico.</li> </ul>	
4. Understand the tradition of “Little Lights” ( <i>Farolitos</i> ).	<ul style="list-style-type: none"> <li>Create some <i>Farolitos</i> and explain the origin of the tradition. Explain the difference between <i>Farolitos</i> and <i>Luminarias</i>.</li> </ul>	
5. Understand “The Bogeyman” ( <i>El Coco/El Cucui</i> ) in relation to its cultural value and beliefs.	<ul style="list-style-type: none"> <li>Explain and compare the legend of “<i>El Coco</i>” with a similar legend in the USA and their cultural value in both cultures.</li> </ul>	

**Archdiocese of Santa Fe Standard 3: Students will enhance their understanding of Catholic faith and heritage through study of the Spanish language and culture.**

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**Essential for Mastery in Grade 5**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
NOTE: <i>Provide age-appropriate literature and</i>		

<i>songs pertaining to the topic being taught. All previous grade level outcomes should be reviewed and reinforced.</i>		
<b>A. Students use the Spanish language and authentic sources to reinforce content learned in the area of religion.</b>		
1. Research a saint from the Spanish culture.	<ul style="list-style-type: none"> <li>• Make a presentation: Dress up as the saint that is to be presented and make presentation in the 1<sup>st</sup> person. Student is able to dialog with class (being that saint) and answer questions.</li> </ul>	
2. Recite “Grace Before Meals” in Spanish.	<ul style="list-style-type: none"> <li>• Written assessment: Learn the sequence and the meaning of the prayer.</li> </ul>	
3. Sing liturgical songs that are appropriate for Mass (i.e., <i>Pescador de Hombres</i> [words can be found in <u>Flor y Canto</u> ]).	<ul style="list-style-type: none"> <li>• Teacher observation: Participate and sing with clarity the liturgical songs being taught in class.</li> </ul>	