

Mansfield Public Schools Spanish Language Program Curriculum Map Grade 5

Created by FLES Team
August 2011

Standards for Foreign Language Learning

Communication

Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures

Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections

Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons

Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

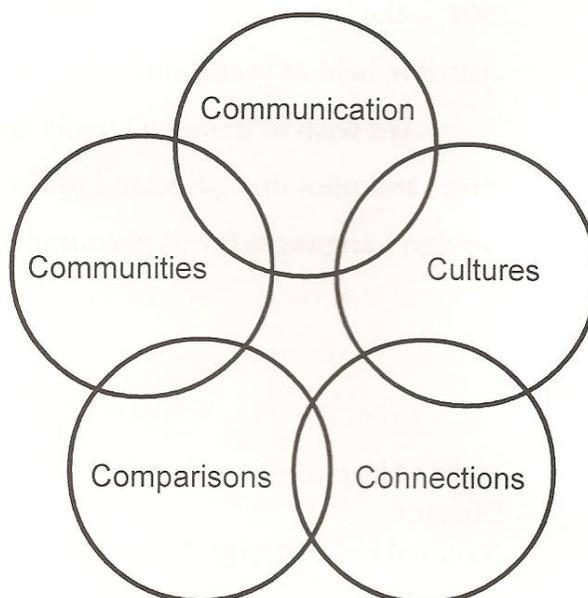
Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities

Participate in Multilingual Communities at Home and Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.



Mansfield Public Schools – Spanish Language Program Curriculum Map – Grade 5

Language and Culture of Mexico

	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
Continuous Language Focus	Calendar with month songs, weather, numbers Review of previous language functions and with warm-ups			
Themes	Mexican Independence Day (MID) Monarch Butterflies Day of the Dead	Spanish-speaking Countries and Capitals <i>Alebrijos</i> and Tin Ornaments <i>Día de los Reyes</i> Letter to Mexico	Geography of Mexico Letter From Mexico Packing for Mexico Going through Airport	Mexican Food <i>Cinco de Mayo</i> Return of the Monarch Butterflies Post Card From Mexico
Standard	Communication - Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions			
Vocabulary	Mexican Independence Day Flag parts and colors Geography terms Family/Colors Day of the Dead Grade, Family, Pets, Weather Activities and Sports Seasons Clothing	Spanish-speaking countries & Capitals Animals Regions Colors Body parts Shapes & Designs	Animals Geography terms Compass Rose Family Pets Weather Activities Clothing Colors	Food pyramid Food descriptions Prepositions Place settings Meals Review of time (whole clock) Parts of the day
Language Functions	<i>¿Cuándo se celebra...?</i> (MID) <i>¿Qué comen...?</i> (food) <i>¿Dónde se celebra...?</i> (MID) <i>Me llamo...</i> (name) <i>No/Me gusta....</i> (sport) <i>Me gusta ...en ...</i> (sports, seasons) <i>Se llama....</i> (name of <i>Calaca</i>) <i>Lleva.....</i> (<i>Calaca</i> clothing)	<i>¿Cómo te llamas?</i> <i>Me llamo...</i> (name) <i>¿De dónde eres?</i> (country) <i>Soy...</i> (nationality) <i>Me llamo...</i> (name) <i>Vivo/e en...</i> (town) (region) <i>Tengo...años</i> (age) <i>Mi escuela se llama...</i> (school name) <i>Hay...</i> (numbers, family members) <i>¿Qué tiempo hace en...?</i> (country) <i>Hace/está ...</i> (Weather) <i>Tiene...</i> (animal) <i>Hay...</i> (shapes)	<i>¿Dónde está...?</i> (map) <i>...está...de...</i> (geography terms, compass rose) <i>¿Cuáles animales viven en...?</i> (regions) <i>...vive en ...</i> (animals, regions) <i>¿Cómo es el clima?</i> (weather) <i>Hace.../Está...</i> <i>¿Adónde vas? Voy a...</i> (town) <i>¿Qué necesitas empacar?</i> <i>Necesito empacar...</i> (clothing)	<i>¿Qué te gusta comer/beber?</i> <i>¿Qué quieres comer/beber?</i> <i>No/Me gusta beber...</i> (drinks) <i>comer...</i> (foods) <i>Es...</i> (healthy or not) <i>¡Qué...</i> (good, bad, horrible) <i>Pon...</i> (food or place setting) <i>... está...</i> (food or place setting item, prepositions) <i>Es la/Son las...</i> (time expressions)
Assessment Tools and Activities Includes Reading, Writing, Speaking,	Read and respond to questions from informational text about traditions and celebration of Mexican Independence Day and <i>Día de los Muertos</i> (R, W) Retell the legend of the emblem on	Extrapolate and exchange information from passports (S, L, R, W) Play “Ten Questions” (20 Questions) to identify flags of Spanish speaking countries (S, L)	Listen to and provide missing information in pairs to create a complete map of Mexico (S, L, R) Complete graphic organizer to describe the various regions of Mexico (W, R, L, S)	Read and express likes and dislikes of various foods (R, W, S, L) Give commands to peers to demonstrate understanding of prepositions, foods and place settings (R, W, S, L)

	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
and Listening	<ul style="list-style-type: none"> the Mexican Flag (S, L, R, W) Create a message to peer in Mexico expressing personal information and persuading protection of the monarchs (R, W) Express likes and dislikes of activities and seasons (W, R, S, L) Describe the articles of clothing required for different activities (W, R, L, S) Write and record presentation of <i>Calaca</i> project to peers (R, W, S, L) 	<ul style="list-style-type: none"> Perform conversational skit about exchange student situation (R, W, S, L) Synthesize vocabulary and structures from current and past units to create a description of their <i>Alebrije</i> ornament (W, R, S, L) Read and respond to questions from informational text about traditions and celebration of <i>El Día de los Reyes</i>(R, W) Compose a letter to a “peer” in Mexico reflecting personal information (W, R) 	<ul style="list-style-type: none"> Synthesize information about weather, animals and geography to create complete sentences (W, R) Extrapolate and discuss information with peers about letter from Mexico (S, L, R, W) Apply information obtained from letter from Mexico to determine what is necessary for a trip to Mexico (S, L, R, W) Create and perform a conversational skit about passing through customs in the airport (S, L, R, W) 	<ul style="list-style-type: none"> Create and design a placemat that includes a healthy traditional meal from Mexico and place settings (W, R) Perform create a conversational skit about food situation; i.e. eating at a restaurant, eating at school, etc. (W, R, S, L) Synthesize vocabulary and structures to express likes and dislikes about traditional foods of the fiesta (W, R) Integrate language structures and vocabulary from the entire year to create a post card from Mexico reflecting a host family experience (W, R)
Standard	Cultures – Students will demonstrate an understanding of the relationship between the practices and perspectives of the different Hispanic cultures			
Practices and Perspectives	<ul style="list-style-type: none"> Identify and experience the traditions and celebration of Independence Day and <i>Día de los Muertos</i> in Mexico Learn the legend of the founding of Tenochtitlan in order to recognize the significance of the emblem on the Mexican flag and the meaning of the flag colors Participate in Journey North project to promote the protection of the monarch butterflies Gain an understanding of life in rural Mexico Understand the symbolism of butterfly migration as it applies to the celebration of <i>Día de los Muertos</i> Observe and describe the traditions associated with <i>Día de</i> 	<ul style="list-style-type: none"> Recognize, identify and describe the flags of Spanish speaking countries around the world Name and identify the capitals of Spanish speaking countries Introduce self and respond to introductions role-playing identities of a variety of Spanish-speaking peers Identify, observe, discuss and create a tin ornament in the style of <i>Alebrije</i> artwork Observe and reflect upon video of a present day <i>Alebrije</i> artist; i.e. artwork, tools , and methods Observe authentic samples of <i>Alebrije</i> artwork Identify and experience the traditions and celebration of <i>Día de los Reyes</i> in Mexico Participate in the tradition of the 	<ul style="list-style-type: none"> Identify and describe the geographical regions of Mexico Understand the influence of the regions on the activities, weather and animals of the region Realize the cultural differences in surnames between Mexico and the US Recognize similarities and differences in Mexican family structure Recognize similarities and differences among Mexican people Play Bingo based on the original cultural game of <i>Lotería</i> Use appropriate gestures and oral expressions for greetings and farewells in customs situation Understand and experience the 	<ul style="list-style-type: none"> Identify foods and food staples of Mexico Identify contributions to American food from Mexico Describe meals in Mexican culture Plan and participate in a cultural food feast Demonstrate an understanding that families meet basic needs Create authentic dishes based on traditional recipes Discuss the traditions and celebration of <i>Cinco de Mayo</i> in Mexico and the US Participate in Journey North project to promote the protection of the monarch butterflies Gain an understanding of life in rural Mexico Role-play the “experience” of

	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
	<p><i>los Muertos</i></p> <ul style="list-style-type: none"> • Create and describe a <i>Calaca</i> reflecting the Mexican view of death 	<p><i>Rosca de Reyes</i></p> <ul style="list-style-type: none"> • Use authentic language structures to write a letter to a Mexican family 	<p>process of passing through customs</p>	<p>spending time with a host family</p>
Standard	Connections – Students will reinforce and further their knowledge of the other disciplines through Spanish			
	<ul style="list-style-type: none"> • Language Arts –Use children’s literature to provide a meaningful context to learn language and culture; i.e. <i>El Círculo Mágico</i> • Select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text • Social Studies – Examine how Mexican cultures combines elements of indigenous and Spanish cultures; i.e. Aztec legend influence on Mexican flag • View themselves as active participants in the world society acting as ambassadors to protect butterflies • Science –Imitate the actual monarch migration by way of symbolic migration project • Math-Classify traditions of MID • Physical Ed-Express feelings about participating in sports • Use gestures and actions to demonstrate comprehension of vocabulary and structures • Music –Listen to national anthem of Mexico and <i>El Grito</i> • Art – Express <i>Día de los Muertos</i> themes through creation of images on symbolic butterflies • Technology –Use a variety of media and technology resources 	<ul style="list-style-type: none"> • Language Arts – Use content vocabulary appropriately and accurately • Present final products in a variety of ways., i.e. dialog, writing, recording • Social Studies –Match a Spanish-speaking country with its capital and flag • Science –Label parts of the body via written description of tin ornament • Math-Use numbers to express age and family size • Identify shapes on <i>Alebrije</i> • Sort or classify objects, and draw logical conclusions from data including Venn diagrams • Physical Ed- Express feelings about participating in physical activity and sports • Music –<i>Sing ¿De dónde eres?</i> song to practice names of Spanish-speaking countries • Art – Develop an understanding of how art is influenced by the natural resources available • Observe and recreate a piece of folk art inspired by original pieces of authentic art • Technology - Use a variety of media and technology resources for directed and independent learning activities; i.e. 	<ul style="list-style-type: none"> • Language Arts –Generate and respond to questions to create the airport dialog • Distinguish between important information in a letter with extraneous information • Read and write complex sentences in Spanish • Discuss differences and similarities about how addresses are written in Spanish and how they are written in English • Social Studies – Recognize and appropriately use the symbols on a map • Discuss differences in family dynamic as portrayed by letter from Mexico • Science –Realize the sun/earth and seasonal relationship with respect to the equator • Math-Classify animal and weather conditions by region • Physical Ed- Use of gestures to facilitate an understanding of geographical terms • Music - Sing “<i>Vamos para México</i>” to learn locations in México • Art – Use elements of art and design to communicate idea of needs for their trip; i.e. collage in suitcase • Technology - Use a variety of media and technology resources 	<ul style="list-style-type: none"> • Language Arts – Make oral presentations that show appropriate consideration of audience, purpose, and information to be conveyed • Demonstrate an understanding how to write an address on a post card • Social Studies –Discuss ways in which Mexican culture has affected American lifestyle; i.e. Mexican food • Science –Follow a process to create a Mexican dish • Math-Classify foods in the food pyramid • Physical Ed-Recognize and identify healthy vs. no healthy foods and meals • Music –<i>Sing ¿Qué quieres comer?</i> to learn food and drink names in Spanish • Art – Illustrate post card using space and background • Design and create a placemat reflecting healthy choices for a Mexican meal • Technology - Use a variety of media and technology resources for directed and independent learning activities; i.e. Smartboard presentations and learning activities, Spanish WIKI, Journey North website, <i>Cinco de</i>

	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
	for directed and independent learning activities; i.e. Smartboard presentations and learning activities, Spanish WIKI, Journey North website	Smartboard presentations and learning activities, Spanish WIKI, <i>Alebrije</i> video, <i>Día de los Muertos</i> video	for directed and independent learning activities; i.e. Smartboard presentations and learning activities, Spanish WIKI	<i>Mayo</i> power point
Standard	Comparisons – Students will demonstrate an understanding of the nature of language and culture through comparisons of Spanish to their native language and culture			
	<ul style="list-style-type: none"> • Compare and contrast the celebration of Independence day in the US and Mexico • Compare and contrast the celebration of <i>Día de los Muertos</i> and Thanksgiving • Compare and contrast the views of death between US and Mexico • Compare the differences in use of conventions between Spanish and English, i.e. upside-down question mark at beginning of question • Compare the semantic and syntactic differences between English and Spanish and English; i.e. inclusion of noun in the verb conjugation (<i>llevo</i>- I wear), word order in expressions (<i>me gusta</i>- I like) 	<ul style="list-style-type: none"> • Compare and contrast celebration of <i>Día de los Reyes</i> and Christmas in the US • Compare the semantic and syntactic differences between English and Spanish and English; i.e. <i>Hay</i>=There is/There are • Discuss the similarities and differences between appearances of self and Spanish speaking peers as well as differences among the Spanish speaking peer group • Compare and contrast the colors and parts of Spanish-speaking country flags • Compare and contrast the colors and body parts of various Mexican animals 	<ul style="list-style-type: none"> • Compare and contrast the life in México with their own lives • Compare and contrast the weather conditions in the regions of Mexico • Compare and contrast the animals that live in the various regions of Mexico • Compare the use of clothing words that are specific to Mexico; i.e. <i>huaraches</i>= Mexican sandal, <i>sombrero</i>=wide brimmed hat • Recognize that there is more than one way to express the same meaning; i.e. <i>Hace</i> and <i>Está</i> with weather expressions • Compare the registers of speech required in different situations; i.e. speaking with a peer vs. speaking with a customs agent 	<ul style="list-style-type: none"> • Compare and contrast meals and eating practices in US and Mexico • Compare similar word parts and cognates between the English and Spanish; i.e. <i>horrible/horrible</i>, <i>plate/plato</i>, <i>carnivore (meat)/carne</i> • Compare and contrast the Tex-Mex interpretation of Mexican food with the traditional; i.e. <i>taco</i> • Compare and contrast ingredients used in traditional Mexican recipes and Us recipes • Compare and contrast , with peers, their original use of various vocabulary and structures in the creation of the postcard
Standard	Communities – Students use Spanish both within and beyond the school setting as well as use Spanish for personal enjoyment and enrichment			
	<ul style="list-style-type: none"> • Send paper butterflies to Mexico through outreach project • Teach family members about the facts of <i>Día de los Muertos</i> to clarify misconceptions 	<ul style="list-style-type: none"> • Describe <i>Alebrije</i> style tin ornament project and give as a gift • Host assemblies that reflect traditions of various Spanish-speaking countries 	<ul style="list-style-type: none"> • Enlist family involvement in the preparation of a letter to Mexico • Share suitcase project at home 	<ul style="list-style-type: none"> • Create a Mexican dish with family to be shared with the school community • Send a post card home describing “experience” of being in Mexico