



| Curriculum Map – Semester One Subject: SPANISH | | | Grade Level: FIFTH GRADE |
|---|---|---|---|
| September | October | November | December |
| Unit One: Back to School A. Cultures •Greetings B. Functions and Vocabulary •Passwords •School supplies •Colors •Visual clues •Comprehension •Vocabulary strategies •Listening skills C. Grammar <ul style="list-style-type: none"> • Question words • Subject pronouns • Verb to be • Cognates • Adjectives • punctuation | Unit Two: Hispanic Heritage A. Culture •Hispanic Heritage B. Functions and vocabulary •map directions •location on a map •likes/dislikes •geography •Where are you from? •I am from...Yo soy de • chronological events • questioning • storytelling C. Grammar <ul style="list-style-type: none"> •How singular/plural nouns affect the verb, 'me gusta' •Second person informal verb form •First person verb form • punctuation | Unit: La vaca y el mono A. Culture <ul style="list-style-type: none"> • Hispanic Heritage • Day of the Dead B. Functions and Vocabulary <ul style="list-style-type: none"> • Stating where one lives and from one is from • Stating likes and dislikes • Feelings • Storytelling C. Grammar <ul style="list-style-type: none"> • Asking questions • Subject pronouns (1st/3rd person) • Verb to be (ser)greetings | Unit Three: Don Quijote de la Mancha A. Cultures Spain <ul style="list-style-type: none"> • Don Quixote de la Mancha • Miguel de Cervantes Saavedra • Don Quixote's route B. Functions and Vocabulary <ul style="list-style-type: none"> • sequence • high frequency verbs • TPRS • describing locations • storytelling C. Grammar <ul style="list-style-type: none"> • pronouns • 3rd person singular, present tense • definite articles • use of estar • agreement in gender and number • syntax- noun- adjective |



| Curriculum Map – Semester Two Subject: SPANISH | | | | Grade Level: FIFTH GRADE |
|---|---|---|--|--|
| January | February | March | April | May |
| <p>Unit Three: Don Quijote de la Mancha (continued)</p> <p>A. Cultures</p> <ul style="list-style-type: none"> Spain Don Quixote de la Mancha and main locations of the story Geographical locations <p>B. Functions and Vocabulary</p> <ul style="list-style-type: none"> sequence high frequency verbs TPRS describing locations storytelling <p>C. Grammar</p> <ul style="list-style-type: none"> pronouns 3rd person singular, present tense definite articles use of estar agreement in gender and number syntax- noun- adjective | <p>Unit Four: Mexican Market</p> <p>A. Culture</p> <ul style="list-style-type: none"> Oaxaca Markets around Mexico Environmental Sustainability - 1 <p>B. Functions and Vocabulary</p> <ul style="list-style-type: none"> describing locations stating likes/dislikes stating where one lives discussing daily market routines <p>C. Grammar</p> <ul style="list-style-type: none"> adjectives question words third/first singular verb form third/first subject pronouns (no) me gusta Use of estar | <p>Unit Four: Mexican Market (continued)</p> <p>A. Culture</p> <ul style="list-style-type: none"> Supermarkets/markets Bargaining at the market <p>B. Functions and Vocabulary</p> <ul style="list-style-type: none"> Bargaining Stating hunger Stating preferences Buying/selling Discussing pricing and selections Currency fruit and vegetables greetings and salutations How much does it cost? <p>C. Grammar</p> <ul style="list-style-type: none"> Verb + infinitive Agreement in gender and number Use of estar Definite articles Indefinite articles Singular/plural | <p>Unit Five: Pobre Ana- Novel (Level I) Chapter 1-3</p> <p>A. Culture</p> <ul style="list-style-type: none"> Tepic, Nayarit Family cultures School cultures <p>B. Functions and Vocabulary</p> <ul style="list-style-type: none"> Describing family members Describing friends Stating locations Discussing family situations Describing where one lives, go to school and work <p>C. Grammar</p> <ul style="list-style-type: none"> Adjectives Use of ser Noun/verb agreement | <p>Unit Five: Pobre Ana –Level I(continued) Chapter 4-9</p> <p>A. Culture</p> <ul style="list-style-type: none"> Tepic, Nayarit Cumbia Greetings Environmental Sustainability- 2 <p>B. Functions and Vocabulary</p> <ul style="list-style-type: none"> High frequency verbs Discussing cultural differences Responding to family situations Describing emotions and feelings Stating where one is going/living Discussing careers Describing oneself and others Stating chronological order of events <p>C. Grammar</p> <ul style="list-style-type: none"> First, second, third subject pronouns Real-time sequencing Indirect object pronouns Use of ser/estar Verb+ infinitive Possessive adjectives |