



Unit 1

Unit 2

Unit 3

Unit 4

Spanish, Grade 5 Curriculum Map					
Unit/Content	ACTFL/MFLA World Readiness Standards	Enduring Understandings	Essential Questions	Concepts/Skills	Assessment Options
Unit 1 Introductions	Novice Mid: 1a, 1.b 2.b,2c 3a, 3b 4b, 4c, 5a, 5b, 6a, 6b 7a, 8a	Interpretive: - I can listen to someone describe themselves. Interpersonal: - I can introduce and provide basic information about myself. Presentational: - I can write/record a dialogue conversation	How can I greet someone in Spanish?	I can... <ul style="list-style-type: none"> <li>● identify someone's name and give my name.</li> <li>● identify someone's age and give my age.</li> <li>● ask and answer introductory questions.</li> </ul> -Topical Vocabulary -Salutations & Farewells -Numbers 1-100 -Introductory questions -Ser, Estar (yo/tu)	Interpretive Listening: - Students will interpret what a near native speaker says Presentational Writing - Students will write a conversation dialogue Interpersonal Speaking - Students will provide information to a peer about themselves.



<p>Unit 2 What are you like?</p>	<p>1a, 1b 2a, 2b, 2c 3a, 3b 4b, 4c 5a, 5b 6a, 6b 7a, 7b 8a</p>	<p>Interpretive: - I can listen to someone describe themselves.</p> <p>Presentational: - I can create a family tree and describe the people on it.</p> <p>Interpersonal: - I can describe what I am like and what others are like (physical/personality traits)</p>	<p>-Who am I?</p>	<p>I can...</p> <ul style="list-style-type: none"> <li>● identify the differences between feelings and descriptions.</li> <li>● listen and understand someone describe their family members and structure.</li> <li>● understand when someone describes their physical characteristics.</li> </ul> <p>-Topical Vocabulary -Questions about preferences.</p>	<p>Interpretive Listening: - Students can listen and describe individuals from text.</p> <p>Presentational Writing and Speaking: - Students will create descriptive sentences about their family members or other families</p> <p>Interpersonal: - Students will be able to describe themselves or others.</p>
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<p>Unit 3 Personal preferences and activities</p>	<p>1a, 1b 2b, 2c 3a, 3b 4a, 4b 5a, 5b 6a 7b 8a</p>	<p>Interpretive: - I can listen to someone describe what they like to do.</p> <p>Presentational: - I can describe (write/speak) what I or others like to do.</p> <p>Interpersonal: - I can identify/comprehend what people's preferences are.</p>	<p>-What do I do for leisure?</p>	<p>I can...</p> <ul style="list-style-type: none"> <li>● identify the activities people like/dislike</li> <li>● listen and understand what some does</li> <li>● identify action verbs (hobbies)</li> </ul> <p>-Topical Vocabulary -Questions about preferences.</p>	<p>Interpretive Listening: - Students can listen and describe what people do for fun.</p> <p>Presentational Writing and Speaking: - Students will create descriptive sentences about their own likes/dislikes related to hobbies</p> <p>Interpersonal: - Students will be able to ask and answer questions about the hobbies they like/dislike</p>
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<p>Unit 4 Cultural traditions/connections</p>	<p>1a, 1b, 2a, 2b, 2c 3.a, 3b 4a, 4b, 4c 5a, 5b 6a, 6b 7a, 7b 8a, 8b</p>	<p>Interpretive: - I can read an infographic and describe cultural differences</p> <p>Presentational: - I can present information about a cultural topic using minimal target language</p> <p>Interpersonal: - I create a short interactive conversation with a classmate related to a cultural topic</p>	<p>- Where is Spanish spoken and why is it important?</p>	<p>I can...</p> <ul style="list-style-type: none"> <li>● identify the cultural similarities and differences between places.</li> <li>● read/listen and identify some basic concepts/cognates /etc.</li> <li>● interact with a classmate related to a culture topic.</li> <li>● produce an original document presenting information about a cultural theme/topic</li> </ul> <p>-Topical Vocabulary -Questions about preferences.</p>	<p>Interpretive reading: - Students can read and determine information about a specific topic</p> <p>Presentational Writing and Speaking: - Students will create an original work outlining facts/information about a cultural topic.</p> <p>Interpersonal: - Students will be able to interact with a classmate about a cultural topic</p>
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