

# Spanish Grade 5

## Communication

Student will:

1. Create simple sentences to communicate in Spanish about familiar topics.  
Examples: family: My sister is tall/short. – *Mi hermana es alta/baja.*  
vacations: I am going to Florida. – *Yo voy a Florida.*  
My favorite place is . . . – *Mi lugar favorito es....*  
clothes: I like/don't like the blue sweater. – *Me gusta/No me gusta el suéter azul.*
2. Use appropriate gestures, etiquette, and oral expressions for greetings, farewells, and common classroom interactions.
  - Using the following expressions:
    - Nice to meet you. – *Mucho gusto.*
    - My \_\_\_ hurts. – *Me duele \_\_\_ .*
    - I go \_\_\_ . – *Yo voy \_\_\_ .*
3. Identify simple Spanish words from diverse children's multimedia sources.
  - Identifying the following:
    - Numbers 51 – 60
    - School personnel and parts of the building: teacher, secretary, class, office, library, bathroom
4. Retell stories in Spanish using learned vocabulary, proper pronunciation and intonation.  
Examples: identifying main ideas, characters, and settings in stories such as “The Poinsettia” – *La leyenda de la flor de Navidad*;  
reciting poems, songs, short anecdotes, and folk tales such as *Tin marín*

## Cultures

5. Identify common practices and perspectives of contemporary life in the Hispanic culture.  
Example: explaining the common practice of squatting instead of sitting
6. Describe tangible products from the Hispanic culture.
  - Comparing the following:
    - Flags of Central American and the Caribbean countries to the flag of the United States
    - Houses from Central America and the Caribbean countries to houses in the United States
    - Clothing

7. Identify children's songs and selections from Hispanic literature, including traditional poetry and rhymes.

Examples: Spanish songs: *Cielito lindo* or *En el rancho grande*

## Connections

8. Categorize language and cultural information by relating it to a corresponding school subject area.

Examples: identify a specific product or landmark with the corresponding country in Central America and the Caribbean: Panama – canal; Guatemala – *Tikal*/*Volcán de Fuego*;  
countries and capitals of Central America and the Caribbean;  
geography – Sierra Madre to the Rockies and Smoky Mountains; *Volcán Barú* to Mount Etna;  
renowned people of the arts – José Martí and Miguel Ángel Asturias, Rigoberta Menchú

## Comparisons

9. Identify words common to both Spanish and English, including cognates and borrowed words.

Examples: cognates – *continente* and continent;  
borrowed words – *los tenis* and tennis shoes

10. Compare authentic materials of Hispanic culture to their own.

Examples: hats – Mexican hat to cowboy hat, *gorra* to baseball cap;  
musical instruments – *cuenca/chirimilla* to flute/pan pipe; *marimba* to xylophones

## Communities

11. Name professions that benefit from proficiency in Spanish.

Examples: vendors, clerks, office personnel, school personnel

12. Organize an activity using authentic Spanish resources.

Example: creating an itinerary for an imaginary trip to a target language country in Central America or the Caribbean countries.