



**World Languages Standard
Catalina Foothills School District
Grade 5 (E5)**

The Grade 5 Spanish curriculum is part of a sequential program of study and leads to communicative proficiency and cultural competence in the target language. Depending on the year of entry, it can be a beginning program, which lays the foundation for further language study, or a continuing program, which strengthens and extends concepts and skills introduced during previous year(s) of language study. The following areas of emphasis are applied to both beginning and continuing programs: 1) Oral language development with a focus on listening and speaking skills; 2) Awareness of other cultures; 3) Comparison of language and culture to the students' own language and culture; 4) Connections to the fifth grade curriculum; and 5) Awareness that the target language is used beyond the classroom in the real world. Reading and writing are incorporated as extensions of oral language. The major means of communication between students and teacher will be in the target language. The targeted proficiency level by the end of Grade 5 is *Novice High* for speaking, writing, and reading, and *Intermediate Low* for listening (based on the ACTFL Proficiency Guidelines).

1. PERSON-TO-PERSON COMMUNICATION (INTERPERSONAL)	
WL5.1.1	Exchange information about what to do, where to go, and when to meet (<i>for example: make plans to do something with someone - shopping, movie, games, party; invite someone to go somewhere; state date and time; required: places to shop; places to eat; parts of a menu; tourist places of interest; clothing/accessories related to activity; making plans; modes of transportation; calendar; time; courtesy phrases</i>).
WL5.1.2	Ask and answer questions about familiar topics (<i>required: clothing/accessories; tourist places of interest; modes of transportation; places to eat; places to shop; parts of a menu; calendar; time; courtesy phrases</i>).
2. LISTENING AND READING FOR UNDERSTANDING (INTERPRETIVE)	
WL5.2.1	Interpret the main idea(s) and some supporting details from simple print and non-print text dealing with personal interests (<i>for example: tourist places of interest in the Spanish-speaking world; places to shop/eat</i>) (<i>required: tourist places of interest in the Spanish-speaking world; places to shop/eat; parts of a menu; clothing/accessories related to activity; modes of transportation; making plans; time</i>).
WL5.2.2	Use listening and reading strategies to interpret meaning (<i>for example: cognates, borrowed words, oral/visual/contextual clues, intonation</i> ; <i>required: places to eat; places to shop; parts of a menu; tourist places of interest in the Spanish-speaking world; clothing/accessories related to activity; modes of transportation; time</i>).
WL5.2.3	Follow a series of simple directions and requests in age- and level-appropriate classroom and cultural activities (<i>required: directions related to pair/small group strategies; directions related to classroom procedures and routines, such as procuring supplies/materials, writing name and class on papers, cleaning up and putting materials away; following instructional directions/task procedures</i>).

3. ORAL AND WRITTEN PRESENTATION	
WL5.3.1	Present oral and written descriptions on everyday topics (<i>for example: places - eating, shopping, traveling; foods; clothing</i>) using models or visuals. (<i>required: places to eat; parts of a menu; places to shop; clothing/accessories; making plans; tourist places of interest in the Spanish-speaking world</i>).
WL5.3.2	Write lists, short messages, postcards, simple notes, invitations, and descriptions on familiar topics (<i>for example: making plans; clothing/shopping lists; travel</i>) (<i>required: places to eat; parts of a menu; places to shop; clothing/accessories; making plans; tourist places of interest in the Spanish-speaking world; modes of transportation; calendar; time; courtesy phrases</i>).
4. CULTURAL COMPETENCE	
WL5.4.1	Compare tangible and intangible products and perspectives of own and target culture (<i>required: Puerto Rico – flag, anthem, food, clothes, shopping places, transportation</i>).
WL5.4.2	Compare practices and perspectives of own and target culture (<i>required: Puerto Rico – etiquette, dining out, shopping, celebrations, holiday traditions</i>).
5. MAKING CONNECTIONS THROUGH LANGUAGE	
WL5.5.1	Perform level-appropriate tasks in social studies (<i>for example: draws a time line of important historical events; relates information about current events of the target culture; required: list facts– who, what, where, when – related to topic(s) about a current event occurring in Puerto Rico, e.g., Puerto Ricans (who) celebrate La Fiesta de la Calle de San Juan (what) in January (when) in San Juan, the capital of Puerto Rico (where)</i>).
WL5.5.2	Perform level-appropriate tasks in science (<i>for example: categorizes parts of a menu/food items in a given part into food groups, e.g., flan, a dessert which belongs in the fats, sweets, and oil food group; required: categorize food items from each part of a menu into food groups delineated by a Food Pyramid</i>).
WL5.5.3	Perform level-appropriate tasks in mathematics (<i>for example: telling time, including am/pm orally and in writing; writing and orally stating date; computing 2- and 3-digit algorithms in addition, subtraction, and single-digit multiplication; solving simple word problems; required: tell and write time, including am and pm; tell and write date including day date,, month, and year; solve simple word problems using algorithms in addition, subtraction, and single-digit multiplication</i>).
WL5.5.4	Identify connections between English and the target language (<i>for example: borrowed words, cognates</i>).
6. COMMUNICATION ACROSS COMMUNITIES	
WL5.6.1	Communicate with Spanish-speaking peers of the target culture (<i>for example: ePals, iChat, Skype, sister school program, etc.; required: exchange information on a variety of topics, such as tourist places of interest, shopping, and places to eat, in a Skype conversation with a peer from Puerto Rico</i>).
WL5.6.2	Attend, participate in, or view target language culture events and shares with others (<i>for example: celebrations, games, concerts, art exhibitions, theater, prepare stories/skits to share with younger students; required: organize, lead, and play a traditional Puerto Rican game, such as “Rueda” with a younger group of students within the school community, e.g. First Grade</i>).