

**Grade 5 Spanish Master Map**  
**Illinois Learning Standards**

Time frame	Essential Questions	Content	Skills	Resources	CONNECTED Strategies
<b>Unit 1:</b> <b>8 weeks</b>	<b>Unit Guiding Questions:</b> What information do you need to get to know someone?  How do I talk about myself in Spanish?  What makes a question a question in Spanish?	A. Greetings/Introductions  B. States of Being  C. Likes/Dislikes  D. Personal Biographical Information  E. Adjectives	A. <b>Ask</b> questions to others A. <b>Ask</b> someone's name and tell your name A. <b>Say</b> hello and goodbye in a conversation A. <b>Use</b> basic conversational phrases A. <b>Introduce</b> someone else  B. <b>Ask</b> and <b>respond</b> to how one is feeling  C. <b>Express</b> likes and dislikes C. <b>Identify</b> likes and dislikes  D. <b>Ask</b> and <b>tell</b> one's name D. <b>Ask</b> and <b>tell</b> where one lives D. <b>Ask</b> and <b>tell</b> where one is from D. <b>Ask</b> and <b>tell</b> one's birthdate D. <b>Ask</b> and <b>tell</b> one's age D. <b>Spell</b> one's name using the Spanish alphabet  E. <b>Describe</b> self and others E. <b>Apply</b> rules of adjective agreement	A-E. Quien Soy Yo? Teacher-made booklet  A-E. Flashcards, manipulatives  A-E. Spanish-English dictionaries	<u>Technology</u> – SMART board interactive activities throughout year  BrainPop Mexican Independence Day activity  <u>Global Perspectives</u> - Cultural practices/greeting and introductions in Spanish  <u>Characteristics of Successful Learners</u> – Role play having introductory conversations in Spanish  <u>Empowering</u> –communication skills-visual presentation

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<b>Unit 2:</b> <b>8 weeks</b>	<b>Unit Guiding Questions:</b> How would you express your classroom needs in Spanish?  How would I talk about my school day?  How can I use the rules for articles to improve my speaking and writing in Spanish?	A. School Supplies B. Classroom objects C. Classes D. Core Studies E. Definite and Indefinite Articles F. Needs (with school supplies) G. Subject pronouns (yo, tú) H. Classes one has I. Plurals	A.-B. <b>Describe</b> classroom C. <b>Discuss</b> classes and school D. <b>Tell</b> what you study E. <b>Explain</b> school schedule F. <b>Describe</b> characteristics of masculine and feminine nouns G. <b>State</b> needs related to school H. <b>Express</b> likes and dislikes related to school and classes I. <b>Describe</b> things found in backpack, desk, classroom, etc. J. <b>Ask and answer</b> questions in Spanish H. <b>Form</b> plurals of nouns K. <b>Use</b> telephone phrases	A-K. <b>Comprehension Task</b> demonstrating comprehension of a letter written in Spanish  A-K. <b>Conversation</b> role-play about school  A-K. <b>Written Letter</b> about a typical day at school.  F. <b>Article quiz</b>  A-I. <b>Grammar Assessment #1</b>  A-I. <b>Grammar Assessment #2</b>	A-K. La Escuela teacher-made booklet  A-K. Website from Costa Rican school	<u>Collaboration</u> - Peer feedback on pen pal letter  <u>Global Perspectives</u> - Costa Rican school  <u>Empowering communication skills</u> -teacher websites and conversations
<b>Unit 3:</b> <b>8 weeks</b>	<b>Unit Guiding Questions:</b> What are the ways your family structure is different from families in target cultures?  Why do Spanish adjectives have different endings?	A. Phrases describing families B. Family nouns C. Adjectives (physical appearance) D. Pets E. Possessive adjectives F. "De" for possession G. Tener (tengo, tienes, tiene) H. Ser (soy, eres, es) I. Hay J. Querer (quiero, quieres) K. Adjective agreement L. Plurals	A.-L. <b>Describe</b> self and family members A-L. <b>Ask and answer</b> questions about family A-L. <b>Describe</b> relationships in a family A-L. <b>Apply</b> the rules of noun-adjective agreement A-L. <b>Form</b> plurals as related to family vocabulary	A-L. <b>Comprehension Task</b> demonstrating knowledge of family vocabulary and adjectives through reading a letter  A-L. <b>Conversation</b> asking about and describing families  A-L. <b>Written Presentation</b> of a family  A-L. <b>Grammar Assessment</b>	A-L. La Familia - teacher-made booklet A-L. Flashcards of families A-L. Sing, Dance, Laugh and Eat Tacos CD	<u>Technology</u> – Cartoon family using Comic Life  Global Awareness- Family life in other countries  <u>Empowering communication skills</u> -teacher websites and conversations  <u>Cultivating Collaboration</u> -small group collaborative work  <u>Learning Styles</u> -movement throughout lessons

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<b>Unit 4:</b> <b>8 weeks</b>	<b>Unit Guiding Questions:</b> Do all countries use the same currency?  How can I use numbers to communicate in Spanish?  How does location affect tourism?  How is culture reflected in the people and places of an area?  What can I do on a vacation?	A. Beach activities and phrases B. Market items and phrases C. Numbers 1-1,000 D. Chichen Itza E. Costar (cuesta, cuestan) F. Necesitar (necesito, necesitas) G. Querer (quiero, quieres) H. Hay I. Tener (tiene)	A, G, H. <b>Describe</b> beach activities A, G, H. <b>Identify</b> beach activities A, G, H. <b>Express</b> wants and needs as related to beach activities  B, C, E. <b>Converse</b> in a market situation B, C, E. <b>Bargain</b> in a market situation B, C, E. <b>Apply</b> number vocabulary for the purpose of buying an item  D, J. <b>Describe</b> Chichen Itza D, J. <b>Identify</b> what can be found in Chichen Itza  F. <b>Express</b> likes and dislikes and why	A-J. <b>Comprehension Task</b> demonstrating understanding by reading a brochure  A-J. <b>Market conversation</b> buying and selling an item(s).  A-J. <b>Scrapbook presentation</b> writing about your beach experience  C. <b>Number quiz</b>  A, F, G- <b>Grammar Assessment #1</b>  B, C, E- <b>Grammar Assessment #2</b>	A-J. Vamos a la playa teacher-made booklet  A-J. Vamos a la playa CD  A-J. Realia  A-J. Video clip from En Espanol series  A-J. Chichen Itza slide show  A-J. Flashcards/Pictures of different excursions	<u>Characteristics of Successful Learners</u> – Role play market scenario  <u>Communication Skills-</u> Listening to native Spanish speakers in market scenario  <u>Learning Environment</u> – Movement throughout lessons  Vamos a la Playa movement dance  <u>Empowering communication skills-</u> teacher websites and conversations  <u>Technology-</u> Green Screen movies Google earth
<b>Unit 5:</b> <b>6-8 weeks</b>	<b>Unit Guiding Questions:</b> How does an artist's background/situation affect his/her product?  How does art expand and enhance our thinking about a particular culture?  How do I find out information about a person in Spanish?  How many different meanings for "is" are there in Spanish?	A. Colors B. Shapes C. Adjectives D. Artist biographies E. Art terms F. Ser with paintings (es) G. Hay H. Noun-adjective agreement I. Plurals	A-C. <b>Describe</b> artwork D-E. <b>Identify and describe</b> different artists and their styles D-J. <b>Converse</b> about different artwork in Spanish A-J. <b>Apply</b> the rules of adjective agreement in conversation and writing	A-J. <b>Comprehension Task</b> demonstrating comprehension of a museum brochure  A-J. <b>Conversation</b> about paintings, their artists and style with a partner  A-J. <b>Presentation</b> of original painting to class accompanied by written description of the painting.	A-I. El Arte teacher-made booklet  D. Keynote presentation about artists  A, B, C. Flashcards for vocabulary and artwork	<u>Empowering Communication Skills-</u> teacher websites and conversations  <u>Technology-</u> smartboard interactive activities throughout  <u>Learning Environment/Styles</u> hands-on learning- student paintings

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	Why do Spanish adjectives have different endings?			<p>A. <b>Color words spelling quiz</b></p> <p>I. <b>Adjective agreement quiz</b></p> <p>A-C, F-I - <b>Grammar Assessment #1</b></p>		<p><u>Global Perspectives</u> Important figures and artifacts of target cultures</p>
<p><b>Unit 6:</b> <b>4-6 weeks as time allows</b></p>	<p><b>Unit Guiding Questions:</b> How do I express how I feel in Spanish?  How are verbs similar in Spanish?  If I am injured how do I tell someone what is wrong?  When are commands used in Spanish?</p>	<p>A. Body parts B. Doler (duele, duelen) C. States of being D. Recommendations E. Commands</p>	<p>A. <b>Identify and use</b> body part vocabulary B-D. <b>Talk</b> about aches, pains and feelings D. <b>Give advice</b> about aches, pains and feelings E. <b>Give and respond</b> to commands</p>	<p>A-E. <b>Comprehension Task</b> demonstrating comprehension of medical information</p> <p>A-E. <b>Conversation</b> role-play about injuries</p> <p>A-D. <b>Presentation</b> of an exercise routine”</p> <p>A-C- <b>Grammar Assessment #1</b></p>	<p>A-E. Muevete el cuerpo teacher-made book</p> <p>A. Flashcards</p>	<p><u>Empowering Communication Skills</u>-teacher websites and conversations</p> <p><u>Technology</u>-smartboard interactive activities throughout</p> <p><u>Successful learners</u>-role-play</p> <p><u>Learning Styles</u>-movement throughout lessons</p>