

Spanish Grades 4-5 Scope and Sequence

Dates	Fourth Grade	Fifth Grade
Sept. (9/9 – 9/30) (16 teaching days)	<p>Unit 1: Everyday Communications</p> <p>Objective: Review and reinforce vocabulary to communicate in everyday conversations in Spanish class. Students will participate in activities such as interviews, surveys and short stories.</p> <p>Topics:</p> <ul style="list-style-type: none"> • Review of Greetings • Review of the alphabet • Calendar • Review of the Weather • Review of the days of the week • Months of the year • Review of numbers 0-50 • Colors and interrogative words. • Review of ¿Dónde vives? (Where do you live?) <p>Review (if needed):</p> <p>Strategies</p> <ul style="list-style-type: none"> • Practice classroom command. • Ask and respond to memorized questions ¿Cómo te llamas?, ¿Cuántos años tienes?, ¿Qué color es?, ¿Cómo está usted?, ¿Qué día es hoy?, la fecha, ¿Cuál es tu color favorito?, ¿Cuál es tu fruta favorita? ¿Cuándo es tu cumpleaños? • Understanding how questions are formed and written in Spanish • Counting up to 50. • Describing the weather. • Expressing the date by saying the day, number, month and year. • Listing the months of the year in order and state their birthday month. • Pronunciation of different words and expressions. • Reacting and responding to TPR activities in every class. • Engage in small conversation by using simple sentences. • Reinforcing vocabulary by doing written and oral activities, playing games and learning songs. • Movement activities. • Cultural practice and belief (Hispanic Heritage Month) 	<p>Unit 1: Everyday Communications</p> <p>Objective: Review and reinforce vocabulary to communicate in everyday conversations in Spanish class. Students will participate in activities such as interviews, surveys and short stories.</p> <p>Topics:</p> <ul style="list-style-type: none"> • Vocabulary to be reinforced • Greetings • Review of the alphabet • Calendar • Review of the weather • Review of the days of the week • Review of the months • Review of numbers 0-50 • Teach numbers 50-100 • Colors and interrogative words <p>Review (if needed):</p> <p>Strategies</p> <ul style="list-style-type: none"> • Practice classroom command. • Ask and respond to memorized questions ¿Cómo te llamas?, ¿Cuántos años tienes?, ¿Qué color es?, ¿Cómo está usted?, ¿Qué día es hoy?, la fecha, ¿Cuál es tu color favorito?, ¿Cuál es tu fruta favorita? ¿Cuándo es tu cumpleaños? • Understanding how questions are formed and written in Spanish • Counting up to 50. • Describing the weather. • Expressing the date by saying the day, number, month and year. • Listing the months of the year in order and state their birthday month. • Pronunciation of different words and expressions. • Reacting and responding to TPR activities in every class. • Engage in small conversation by using simple sentences. • Reinforcing vocabulary by doing written and oral activities, playing games and learning songs. • Movement activities. • Cultural practice and belief (Hispanic Heritage Month)

	Songs: “Buenos Días”, “Adiós”, “Los días de la semana”, “Los meses del año.”	
Oct. (10/1 – 10/15) 10/21-10/31 (23 teaching days)	Unit 2: Everyday Communications & Increasing Vocabulary for these Conversations. Telling About Myself to Others Objective(s): Review and reinforce vocabulary to communicate in everyday conversations in Spanish class. Students will write short descriptions, participate in interviews, complete surveys, do presentations, read stories and answer questions. Topics: <ul style="list-style-type: none"> • Talk about themselves and others in detail. • Physical descriptions and personality traits. • Expressing likes and dislikes. • Using verbs “ser” (to be) , “tener” (to have) and “gustar” (to like) • Using the right conjugation depending on who is being talked about. Review of (if needed): <ul style="list-style-type: none"> • Greetings and Farewell • Introductions (name, age, feelings, favorite color and fruit and birthdate) • Weather • Alphabet • Date: yesterday/today/tomorrow • Commands and objects used in a classroom • “Hay” (There is/are) • Asking and responding to memorized questions ¿Cómo te llamas?, ¿Cuántos años tienes?, ¿Qué color es?, ¿Cómo está usted?, ¿Qué día es hoy?, la fecha, ¿Cuál es tu color favorito?, ¿Cuál es tu fruta favorita?, ¿Cuándo es tu cumpleaños?, ¿Dónde vives?, ¿Qué hay en tu mochila? (What is in your backpack?) Hay... (There is a...) • Understanding how questions are formed and written in Spanish • Describing the weather. • State yesterday, today and tomorrow’s date. • Pronunciation of different words and expressions. 	Unit 2: My School <ul style="list-style-type: none"> • Objective(s): Identify classroom objects, talk about classes and after school activities with peers. Engage in activities such as interviews, surveys, presentations, short writing samples and reading short stories and answering questions. Topics: <ul style="list-style-type: none"> • Express likes and dislikes using the verb “gustar” (to like) • Tell time and introduce the present tense of “ar” verbs. Review: <ul style="list-style-type: none"> • Using verbs “ser” (to be) , “tener” (to have) and “gustar” (to like) • Using the right conjugation depending on who is being talked about. Review (if needed) <ul style="list-style-type: none"> • Greetings and Farewell • Introductions (name, age, feelings, favorite color and fruit and birthdate) • Weather • Alphabet • Date: yesterday/today/tomorrow • Commands and objects used in a classroom • “Hay” (There is/are) • Asking and responding to memorized questions ¿Cómo te llamas?, ¿Cuántos años tienes?, ¿Qué color es?, ¿Cómo está usted?, ¿Qué día es hoy?, la fecha, ¿Cuál es tu color favorito?, ¿Cuál es tu fruta favorita?, ¿Cuándo es tu cumpleaños?, ¿Dónde vives?, ¿Qué hay en tu mochila? (What is in your backpack?) Hay... (There is a...) • Understanding how questions are formed and written in Spanish • Describing the weather. • State yesterday, today and tomorrow’s date. • Pronunciation of different words and expressions. • Engage in small conversation by using simple sentences. • Describe what is in the backpack. • Reinforce vocabulary by doing written and oral activities, playing games and learning songs.
Nov. - Dec. (11/1- 12/19) (26 full days & 6 half-days)		

	<ul style="list-style-type: none"> Engage in small conversation by using simple sentences. Describe what is in the backpack. Reinforce vocabulary by doing written and oral activities, playing games and learning songs. Compare and contrast the winter holidays in Spanish speaking countries with the U.S.A. Cultural practice and belief (Winter holidays celebrated by Spanish speaking countries– La Flor de Pascua.) <p>Songs: “Buenos Dias”, “Adios”, “El abecedario, “Feliz Navidad.”</p>	<ul style="list-style-type: none"> Compare and contrast the winter holidays in Spanish speaking countries with the U.S.A. Cultural practice and belief (Winter holidays celebrated by Spanish speaking countries– La Flor de Pascua.)
Jan. - Feb. (1/2 – 1/25 1/26-2/28) (38 full days & 1 half-day)	Unit 3: My Family and Where I Live Objective: Communicate about my own family and other families in detail. Topics: <ul style="list-style-type: none"> Establishing relationships Descriptions Likes and dislikes and making comparisons with their families and families of classmates. Use vocabulary and verbs from previous unit to describe and talk about family members. Writing short descriptions, interviews, surveys, presentations and reading short stories and answering questions. Review: <ul style="list-style-type: none"> Personality traits and physical description Body parts Adjectives ¿Cómo eres? (How do you look like? Yo soy...(I am ...) Recognize the fact that adjectives have to agree with the gender of the noun. Combine body parts with color, size and adjectives. Ask and respond to memorized questions: ¿Como es tu casa? Mi case es ... (how is your house?), ¿Cuántos cuartos de baños tiene tu casa? (How many bathrooms has your house?) 	Unit 3: Clothing; What we wear; what we like and don't like. Fashion. Objective: Identify and talk about clothes. Engage in presentations, surveys, interviews, role-playing reading and writing. Topics: <ul style="list-style-type: none"> Express preferences and likes and dislikes Describe what they are wearing and what their classmates are wearing in detail. Use the verb “llevar”(to wear) in the present tense to say who is wearing something. Review: <ul style="list-style-type: none"> Likes and dislikes and making comparisons with their families and families of classmates. ¿Cómo eres? (How do you look like? Yo soy...(I am ...) Recognize the fact that adjectives have to agree with the gender of the noun. ¿Cómo eres? (How do you look like? Yo soy...(I am ...)
March (3/3 – 3/28) (19 full teaching days)		
April (3/31 to 4/11 & 4/22 to 4/25) (10 full teaching days & 4 half-days)		Unit 4: My House and My Community Objective: Identify and talk about things in our home and places in the community. Engage in interviews, surveys, short writings, readings and presentations using the current vocabulary. Topics: <ul style="list-style-type: none"> Students will use vocabulary to describe their homes in detail. Use prepositions of place to tell where items are located. Recycling of the verbs “gustar” (to like) and “tener” (to have).

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May 5/1 to 5/30 (20 full teaching days)	Unit 4: Food Unit. Objectives: Identify and talk about foods and beverages. Topics: <ul style="list-style-type: none">Express likes and dislikes using the verb “gustar” from previous units.Introduce the formation of “er” verbs in the present tense such as “comer” (to eat) and “beber” (to drink).Participate and engage in activities such as interviews, surveys, role-playing and stories pertaining to current vocabulary.	Review: <ul style="list-style-type: none">Ask and respond to memorized questions: ¿Como es tu casa? Mi case es ... (how is your house?), ¿Cuántos cuartos de baños tiene tu casa? (How many bathrooms does your house have?)
June 6/2 to 6/18 (13 full teaching days)	Review: <ul style="list-style-type: none">Me gusta/ No me gusta/Me gusta un poquito (I like/I don't like/I like a little)Ask and respond to memorized questions: ¿Cuál es un plato tradicional de España? (What is a traditional dish of Spain?), ¿Cuáles son los ingredientes del plato? (What are the ingredients of the dish?)Understand how questions and sentences are formed and written in Spanish.Describe the food by ingredients, color and likeness.Compare and contrast food in South America with the U.S.A.	