

# Fifth Grade Curriculum Information

Revised: August 2016

## ART

### I. Overview/Course Description

Fifth grade children's art classes help students become more visually and aesthetically aware. Students learn the basic art elements and the language of art, and they grow in their appreciation of art. They gain confidence practicing techniques and skills in both two- and three-dimensional art materials and become familiar with the work of various artists and artistic styles.

### II. Course Outline/Primary Units of Study

- A. Viewpoints and the Human Form
  - 1. Finish the Face-portraiture, proportions
  - 2. Keith Haring figures in motion
  - 3. Mary Cassatt: Mother and Child Impressionist Images (oil pastel)
- B. Nature in Art
  - 1. Sunflowers after Van Gogh (chalk pastel)
  - 2. Winter Birch after Monet's "Magpie" (creating mood in watercolor)
  - 3. Snowflake Prints-radial balance, balance in art and nature
  - 4. Iguana or Chameleon after Henri Rousseau (watercolor techniques, Primitivism)
- C. Seeing is Believing
  - 1. Spooky Perspectives-using a vanishing point
  - 2. Op Art-creating an illusion, Heart in Hand
  - 3. Prismacolor project (rendering realistically)
- D. Cultural Heritage
  - 1. Mayan Carving (plaster)
  - 2. Mask-Making inspired by African examples

### III. Materials, Resources, Books, Textbooks

- A. *Drawing with Children*, Mona Brookes
- B. "Getting to Know" art video series
- C. Various handouts on drawing, how to draw from multiple sources
- D. Art print handouts from various masters and cultural time periods
- E. Projected artwork from various museum sites
- F. Media: Marker, art pencils, tempera paint, watercolor, chalk pastel, oil pastel, mixed media, foam printing, drywall carving, tooling foil

### IV. Objectives/Skills

- A. Methods, Materials, Techniques
  - 1. Develop skills using dry media including pencil, crayons, markers, chalk and oil pastels
  - 2. Develop skills using wet media including tempera and watercolor paint and proper brush handling to explore and mix paints
  - 3. Develop assemblage and collage including proper handling of scissors and glue
  - 4. Develop printmaking and stamp printing techniques
  - 5. Use methods to create a textile artwork (stitchery, weaving)
  - 6. Practice skills in 3-D materials such as cardboard, plaster, tooling metal
- B. Elements of Design
  - 1. Develop skills using LINE including angular, hatched and crosshatched
  - 2. Identify, name and mix PRIMARY and SECONDARY COLORS to create INTERMEDIATE COLORS

3. Understand tint, hue, tone, shade when discussing COLOR
4. Identify and use color schemes in an artwork (warm/cool, complementary, analogous, neutral)
5. Create VALUE: TINTS (add white) and SHADES (add black) of a color
6. Identify and use ORGANIC (irregular) and GEOMETRIC SHAPES (square, circle, triangle, etc.) in an artwork
7. Distinguish between tactile and visual TEXTURE and create texture in artwork
8. Identify ORGANIC and GEOMETRIC FORMS and use them in an artwork
9. Distinguish between POSITIVE and NEGATIVE SPACE and foreground and background in an artwork

#### C. Principles

1. Name, identify and use UNITY, VARIETY, EMPHASIS, BALANCE, PROPORTION, PATTERN, RHYTHM in artwork.
2. Identify and use symmetrical, asymmetrical and radial BALANCE in artwork
3. Recognize and use PROPORTION as size relationships to indicate distances
4. Introduce EMPHASIS in creating a focal point in a composition
5. Develop skills in using horizon line, foreground, middleground, background and overlapping and size change for depth creation in a composition

#### D. Observation, Expression, Planning, Exhibiting

1. Understand still life, landscape, portrait and figures in creating artworks through direct observation and discussion
2. Practice ways to describe, group categories, and discuss similarities and differences in art regarding a culture or style
3. Practice how to present work, make decisions, and explain process in creating artwork
4. Introduce digital media and technology as means of documenting or creating art
5. Consistently care for own artwork through use of a portfolio to document and evaluate artistic development
6. Consistently demonstrate cautious respect for art materials and tools
7. Consistently demonstrate caring for and cleaning of art materials and tools

### V. Assessments

- A. Rubrics listing skills for each project
- B. Teacher observation
- C. Oral group critiques
- D. Individual written critiques
- E. Student participation

## LANGUAGE ARTS

### I. Overview/Course Description

In fifth grade language arts, students continue to read independently, while also seeking deeper levels of understanding by communicating their observations and questions. Students focus on studying historical fiction and nonfiction literature and develop the ability to form short answer and essay responses. Learning of literary elements and devices is emphasized through novels and short stories. Vocabulary and spelling development continues, including an emphasis on word roots and affixes. Students also study the 6 + 1 Traits of Writing, as well as grammar mechanics and usage. Weekly journal writing offers students an opportunity to practice these writing, grammar, and vocabulary skills. Students demonstrate their learning through traditional quizzes and tests, as well as through seminars, multimedia projects, and oral presentations.

### II. Course Outline/Primary Units of Study

## Reading

- A. Narrative
- B. Expository/Non-Fiction
- C. Fantasy
- D. Research
- E. Poetry

## Writing

- A. Narrative – imagery/sensory description, figurative language
- B. Expository – facts, reasons, examples, comparisons, and descriptions
- C. Letter writing – business and friendly letters
- D. Research project/Persuasive – skim and scan, quality of sites, and citing works
- F. Poetry – different types

## Handwriting

- A. Fluency and fluidity of cursive handwriting
- B. Neatness

## Spelling/Vocabulary

- A. Weekly word lists
- B. Spelling rules
- C. Homonyms, antonyms, and synonyms

## Grammar

- A. Sentence structure/Types of sentences
- B. Nouns and Verbs
- C. Adjectives and Adverbs
- D. Punctuation
- E. Usage and clauses

## **III. Materials, Resources, Books, Textbooks**

- A. Literature
- B. Internet
- C. 6 Traits of Writing, Plus 1

## **IV. Objectives/Skills**

### Reading

- A. Comprehension skills across different genres including main idea, context clues, multiple meaning words, sequence of events, summary, story elements, and text structure
- B. Figurative language including similes, metaphors, personification, and alliteration
- C. Critical thinking skills including inferences, drawing conclusions, author's point of view, author's perspective, text organization and analogies
- D. Visual imagery using sensory description
- E. Literary devices such as dramatic structure, theme, mood, tone, symbolism, allegory, foreshadow, protagonist, and antagonist
- F. Connection to self, text, and world
- G. Uses available resources such as context clues, dictionaries, when comprehending new material
- H. Comprehension is at or above grade level
- I. Engages in and enjoys silent reading of personal choice novels
- J. Demonstrates good effort and follows directions when completing reading activities
- K. Participates in class discussions by listening to and supporting peers, asking questions, and sharing insights
- L. Is able to read and think “on the line, in between the line, beyond the line”
- M. Is able to communicate understanding of literature both orally and in written form

### Writing

- A. Develop interesting and creative ideas
- B. Utilize the writing process for narrative, expository, persuasive, poetry and letter writing
- C. Active and passive voice
- C. Visual imagery and mood
- D. Figurative language
- E. Elaboration
- F. In-depth research
- G. Presents neat, legible work
- H. Writing is well organized
- I. Develop a voice in writing through vivid word choice and varied sentence structure
- J. Is willing to take risks when completing a written assignment
- K. Understands the importance of and is willing to reflect on, revise, and edit written work
- L. Is developing an understanding of narrative, expository, informational, and persuasive writing

#### Handwriting

- A. Continue to develop fluency and fluidity in cursive writing
- B. Continue to focus on neatness

#### Spelling/Vocabulary

- A. Masters weekly spelling and vocabulary assignments
- B. Uses correct spelling and word choice in all written work
- C. Demonstrates good effort and follows directions when completing spelling and vocabulary activities
- D. Learn English spelling rules

#### Grammar

- A. Understands and uses correct punctuation
- B. Understands and uses correct capitalization
- C. Understands parts of speech
- D. Building, reinforcing, mastery of previously learned standard English grammar skills such as sentence structure, types of sentences, eight parts of speech (nouns, verbs, adjectives, adverbs, pronouns, interjections, conjunctions and prepositions), clauses (prepositional, dependent, and independent), punctuation marks and capitalization
- E. Proper use in isolation
- F. Proper use in context
- G. Editing and revising skills

### V. Assessments

- A. Literature tests
- B. Writing compositions (creativity, grammar, spelling, content, and process)
- C. Spelling and vocabulary tests
- D. Research project
- E. Teacher observation

## MATHEMATICS

### I. Overview/Course Description

In fifth grade mathematics, students continue with the Singapore Primary Mathematics program and progress in their math education while drawing upon the knowledge taught in previous levels. Students are guided to a sound concept development, critical thinking, and efficient problem-solving skills. Mathematical concepts are presented in a clear and sequential way to facilitate understanding and mastery. Students encounter work with number theory, estimation and computation, geometry, multiplication and division, fractions, decimals, percent, exponents

and negative numbers, fractions and ratios, algebraic concepts, coordinates, area, volume, capacity, probability, ratios, and rates.

## **II. Course Outline/Primary Units of Study**

- A. Whole Numbers
  - 1. Billions
  - 2. Approximation and estimation
  - 3. Factors, multiples
  - 4. Prime factorization
  - 5. Multiplication and division by tens, hundreds, thousands
- B. More Calculations with Whole Numbers
  - 1. Calculations with parentheses
  - 2. Methods for mental calculations
  - 3. Word problems
  - 4. Multiplication and division by a 2-digit whole number
- C. Fractions
  - 1. Comparing fractions
  - 2. Fractions and division
  - 3. Addition, subtraction of unlike fractions
  - 4. Addition, subtraction of mixed numbers
  - 5. Multiplying a fractions and a whole number
  - 6. Fraction of a set
  - 7. Word problems
- D. Multiply and Divide with Fractions
  - 1. Products of fractions
  - 2. Word problems
  - 3. Dividing a fraction by a whole number
  - 4. Dividing by a fractions
  - 5. Word problems
- E. Decimals
  - 1. Tenths, hundredths, thousandths
  - 2. Approximation
  - 3. Addition, subtraction of decimals
  - 4. Multiplication and division of decimals by a 1-digit whole number
  - 5. Multiplication by tens, hundreds, thousands
  - 6. Division by a 2-digit whole number
  - 7. Multiplication, division by a decimal
- F. Measures and Volume
  - 1. Conversion of measures
  - 2. Volume of rectangular prisms
- G. Percentage
  - 1. Percent
  - 2. Writing fractions as percentages
  - 3. Percentage of a quantity
- H. Angles
  - 1. Measuring angles
  - 2. Finding unknown angles
  - 3. Sum of angles of triangle
  - 4. Isosceles and equilateral triangles
  - 5. Drawing triangles
  - 6. Sum of angles of a quadrilateral
  - 7. Parallelograms, rhombuses, trapezoids

8. Draw parallelograms and rhombuses

### **III. Materials, Resources, Books, Textbooks**

- A. *Singapore Math 5A, 5B Textbooks*
- B. *Singapore Math 5A, 5B Student Workbooks*
- C. Variety of manipulative materials and learning stations

### **IV. Objectives/Skills**

- A. Understands place value up to 1,000,000,000
- B. Uses addition/subtraction and multiplication/division to solve problems
- C. Multiplies multi-digit numbers by a 2-digit number
- E. Divides multi-digit numbers by a 2-digit number
- F. Employs different strategies to solve word problems using all four operations
- G. Makes reasonable estimates with all four operations
- H. Solves problems involving fractions, mixed numbers, and equivalency
- I. Add, subtract, multiply, and divide fractions
- J. Determine area, perimeter, and surface area by using formulas
- K. Understands ratios: compare, interpret, and express
- L. Understands place value of decimals to thousandths
- M. Proficient with addition/subtraction and multiplication/division of decimals
- N. Uses measurement to determine volume of solids
- O. Reads, interprets fractions and percentages
- P. Understands angles in two-dimensional shapes
- Q. Organizes, analyzes data including mean, median, mode from line and bar graphs
- R. Write, simplify, and evaluate algebraic expressions
- S. Identifies and graphs ordered pairs in four quadrants of the coordinate graph
- T. Uses good mental math strategies to solve problems

### **V. Assessments**

- A. Chapter & unit review/test
- B. Teacher observation
- C. Performance in workbook
- D. Class participation

## **MUSIC (Band)**

### **I. Overview/Course Description**

Students in fifth grade Band attend this class for half of the school year or a semester of time. They learn to play a band instrument which is supplied by the school and perform as an ensemble for Fine Arts Nights in either December and April. Students explore playing band instruments including flute, clarinet, alto-saxophone, trumpet, trombone, tuba, and percussion. Exploration of the basics of tone production for their instrument and how to read music notation including melody and rhythm are the primary plans for student activities. Throughout the course of the semester, students build their skills of playing the instrument individually and as a full ensemble in class and in performance at Fine Arts Nights.

### **II. Course Outline/Primary Units of Study**

- A. Learning occurs by instrument families of the orchestra including strings, woodwinds, brass, and percussion
- B. During the percussion unit, students engage in ensemble preparation and perform during the Fine Arts Night concert

### **III. Materials, Resources, Books, Textbooks**

- A. Students should bring one black, 1-inch ring binder to class
- B. There will be both professional and student demonstrations for the classes
- C. The school provides the orchestra family of instruments for students exploration
- D. Live and recorded music and video presentation

### **IV. Objectives/Skills**

- A. Student will engage in a hands-on experience of playing musical instruments, to develop
- B. Students will develop knowledge and skills regarding the sound and performance opportunities for each instrument
- C. Students will develop an appreciation for music, especially instrumental performance
- D. This course also prepares the student to select their greatest area of interest for Fine Arts course selections in sixth grade and continuing grade levels

### **V. Assessments**

- A. Teacher observation
- B. Students will be evaluated on listening skills, following instruction, taking turns, and participation in instrument exploration
- C. Written assessments at the conclusion of each unit
- D. Performance preparation for Fine Arts Night
- E. Class participation

## **MUSIC (Choral Music)**

### **I. Overview/Course Description**

Fifth grade choir students will grow to know more about the instrument of the voice in this half-year/semester-long course, by homeroom. Through the study of vocal techniques such as posture, breath support, tone production, blending and diction, fifth graders will have the opportunity to sing songs from various cultures and genres. They will further their knowledge of music theory, and become skilled sight-readers. Fifth graders will also learn to accompany their singing by playing the ukulele and other various percussive instruments.

### **II. Course Outline/Primary Units of Study**

Students in fifth grade choir focus on four main areas in their musical study: the voice, music theory, sight-reading, and performance. Students begin with foundational concepts in these areas, and then expand their skills as they develop.

- A. Voice
  - 1. Students practice proper posture when singing.
  - 2. Students learn to expand their rib cage when breathing.
  - 3. Students experience producing a correct tone.
  - 4. Students learn to sing with tall, vertically-shaped uniform vowels.
  - 5. Students practice activating the diaphragm in order to support choral tone.
  - 6. Students practice the five basic vowels: ah, eh, ee, oh, oo.
- B. Music Theory
  - 1. Students become familiar and comfortable keeping a steady beat.
  - 2. Students read and perform quarter, half, and whole notes.
  - 3. Students study the Treble clef staff.
  - 4. Students are introduced to the Bass clef staff.
  - 5. Students participate in pitch identification practice.
  - 6. Students learn the concepts of measure, barline, and double barline.
  - 7. Students experience reading rhythm patterns in different meters, including: 4/4, 3/4, and 2/4

8. Students identify and describe the concepts of pitch, scale, key, and keynote.
  9. Students learn how to identify major keys.
  10. Students sing and recognize whole steps and half steps.
  11. Students learn to correctly identify the notation symbols of sharp and flat.
  12. Students learn to identify and read ledger lines.
- C. Sight-Reading
1. Students participate in rhythm reading drills using quarter, half and whole notes.
  2. Students echo and read melodic patterns in major keys.
  3. Students learn the four voice types: soprano, alto, tenor, bass, and participate in combinable exercises when appropriate.
- D. Performance Skills
1. Students study the development of the piano.
  2. Students participate in unison speech chorus which combines text and rhythm.
  3. Students combine melodies in 2 or 4-part systems.
  4. Students become familiar with musical terms ensemble, slur, and legato.
  5. Students apply music reading skills to the performance of short a capella songs.
  6. Through the study of performance pieces, students learn the musical terms mezzo forte, mezzo piano, legato, staccato, style markings, and metronome markings.
  7. Students apply vocal technique while accompanying their voices on the ukulele.
  8. Students demonstrate ability to play scales being studied on the ukulele, as well as
  9. accompany themselves on the instrument while singing in these keys.
- E. Students spend at minimum a month prior to each program rehearsing performance etiquette and technical accuracy on their speaking, choral or instrument part.
1. Veterans Day (November)
  2. Winter Fine Arts Night (December)
  3. Grandparents Day (April)
  4. Spring Fine Arts Night (April)

### III. Materials, Resources, Books, Textbooks

- A. *Essential Musicianship: A Comprehensive Choral, Method* Emily Crocker, John Leavitt
- B. *Essential Repertoire for the Young Choir*, Janice Killian, Michael O'Hern, Linda Rann
- C. *The Book of Canons*, John M. Feierabend
- D. *Ukulele for Kids*, The Hal Leonard Ukulele Method

### IV. Objectives/Skills

- A. Demonstrates responsibility for performances
- B. Demonstrates good listening and retention skills for topics taught
- C. Demonstrates age-appropriate vocal technique
- D. Maintains a steady beat when playing or singing
- E. Developing hand signals for sight-reading
- F. Developing rhythmic notational reading skills
- G. Understands notational symbols
- H. Developing ukulele strumming technique
- I. Developing ukulele fingering
- J. Uses music as a tool for creative expression

### V. Assessments

- A. Teacher observation
- B. Class participation
- C. Performance participation
- D. Periodic student conferences/conversations

- E. Periodic student written assessments
- F. Homework assignments

## **PHYSICAL EDUCATION**

### **I. Overview/Course Description**

The fifth grade physical education program refines motor skills and game strategies while working to improve student cooperation and teamwork. Lessons are designed to develop skills, strength, fitness, and general comprehension of game concepts. Students work independently and in small groups to improve conceptual understanding. Core sport units include soccer, basketball, flag football, badminton, and volleyball. Cooperative games, fitness activities, and team building exercises will supplement the core sport units to create a balanced curriculum. A strong emphasis will be placed on sportsmanship, teamwork, and effort.

### **II. Course Outline/Primary Units of Study**

- A. Individual and Team Sports
- B. Jump Roping
- C. Overhand Throwing Games and Track and Field

### **III. Materials, Resources, Books, Textbooks**

- A. *Shape America*
- B. *Active Games*
- C. *Lead-Up Games for Super Sports*

### **IV. Objectives/Skills**

- A. Responds to win/lose situations with sportsmanship
- B. Demonstrates fundamental large gross-motor skills
- C. Develops spatial, body awareness
- D. Develops basic hand/eye and foot/eye coordination
- E. Demonstrates skills of overhand and underhand throw, catching
- F. Demonstrates skills of dribbling, passing, and shooting
- G. Demonstrates striking skills using a variety of equipment
- H. Displays knowledge of game rules, concepts, and strategies
- I. Demonstrates age-appropriate balance, flexibility, and coordination
- J. Demonstrates manipulative and muscular strength/endurance skills
- K. Demonstrates cardio-respiratory endurance
- L. Demonstrates effort on Fitness Frenzy Days
- M. Demonstrates skills in dynamic movements, reaction time, and speed/agility
- N. Works appropriately in partner and group settings
- O. Uses equipment and space properly

### **V. Assessments**

- A. Teacher observation
- B. Performance tasks
- C. Self and peer evaluation

## **SCIENCE**

### **I. Overview/Course Description**

Our fifth grade program continues with Pearson's *Interactive Science* curriculum. The school provides each fifth grader with an *Interactive Science* textbook that includes interactive text, science inquiries, and links to digital lessons and activities. The textbook belongs to the student,

and daily lessons will involve interaction with text and images that will help with the development of good study skills. Students can expect to engage in a variety of hands-on science inquiry activities during each unit of study. Investigations throughout the year will focus on organisms, including humans, and ecosystems, Earth and space systems, Earth's processes, and properties of matter and energy. Chapter checkpoints will focus on mastery of key concepts and vocabulary, while unit tests will focus on mastery of concepts and skills learned during an entire unit. Core units of study are taught in a spiral pattern from year to year, building on previous learning in order to develop depth of knowledge and further understanding in many of the same overall topics with new learning opportunities as the grades advance.

## **II. Course Outline/Primary Units of Study**

### **A. Earth Science**

1. Earth's Surface
  - a. Rock formation
  - b. Erosion and deposition
  - c. Alternative energy resources
  - d. Fossils
2. The Water Cycle, Weather, and Climate
  - a. Interactions among the sun, atmosphere, land, and ocean in the water cycle
  - b. Understanding weather
  - c. Understanding climate

### **B. Physical Science**

1. Properties of Matter
  - a. Describing matter
  - b. Solids, liquids, and gases
  - c. Mixtures and solutions
2. Forms and Uses of Energy
  - a. Describing energy and its uses
  - b. Sound energy and its uses
  - c. Light energy and its uses
  - d. Electricity and its uses

### **C. Life Science**

1. Ecosystems
  - a. Parts of ecosystems
  - b. Interactions of organisms within ecosystems
  - c. Changes in ecosystems
  - d. Natural cycles
2. Growth and Survival
  - a. Physical structures in living things
  - b. Adaptations and survival of organisms
  - c. Life cycles of some animals

## **III. Materials, Resources, Books, Textbooks**

- A. Pearson *Interactive Science* Textbook
- B. Various web-based interactive activities and resources
- C. Guest speakers and programs and field trips

## **IV. Objectives/Skills**

- A. Uses the Scientific Method to perform experiments and analyze data to form a conclusion
- B. Demonstrates safe lab practices, including proper use of lab equipment during investigations

- C. Uses reliable sources to conduct, organize, and communicate findings of scientific research and expresses findings in both written and oral formats
- D. Writes thorough and accurate lab reports
- E. Makes thoughtful observations and inferences while actively participating in experiments
- F. Lists examples of technology and describes how technology affects our lives
- G. Classifies living things based on characteristics and can describe examples of adaptations and systems within plants and animals
- H. Explains the water cycle and other processes that shape Earth's surface
- I. Describes the movement of objects in space
- J. Describes the properties of matter
- K. Identifies the cause and effect relationship between force and motion and recognizes the transfer and transformation of energy

## **V. Assessments**

- A. Hands-on investigations
- B. Journaling and other daily written and oral assignments
- C. Chapter checkpoints and unit tests
- D. Teacher observations

## **SOCIAL STUDIES**

### **I. Overview/Course Description**

The study of American history continues with early colonization, the Revolutionary War, the establishment of the U.S. government, westward expansion, and changes through the 20th Century. Students are required to prepare projects and written reports using reference materials, and engage in discussions and debates about the topics learned.

### **II. Course Outline/Primary Units of Study**

- A. Geography of the United States
  - 1. Latitude and longitude
  - 2. Physical features
  - 3. Political and physical maps
- B. Native Americans
  - 1. Land
  - 2. Cultural regions
- C. History
  - 1. Europeans and the New World
  - 2. Explorers and the New World
  - 3. Early English colonization
  - 4. Comparing the colonies
  - 5. Slavery
  - 6. Life in Colonial Williamsburg
  - 7. Tension between the colonies and Britain
  - 8. To declare or not declare independence
  - 9. Declaration of Independence
  - 10. Revolutionary War
  - 11. The Constitution
  - 12. The Bill of Rights
  - 13. Manifest Destiny and Westward Expansion
  - 14. Causes of the Civil War
  - 15. Civil War
  - 16. Industrialization in Modern America

### **III. Materials, Resources, Books, Textbooks**

- A. *History Alive* on line
- B. *History Alive* textbook
- C. Internet use for exploration

### **IV. Objectives/Skills**

- A. Uses references materials and other resources to gather information
- B. Demonstrates an understanding of geography
- C. Is able to read and comprehend informational texts
- D. Organizes information gathered in a logical written manner
- E. Demonstrates a knowledge of historical time periods through discussion and workbook activities
- F. Demonstrates the ability to research and share information both orally and in written form
- G. Is able to make connections between literature, cultures, and historical time periods
- H. Demonstrates good effort and is able to follow directions while completing individual activities and projects
- I. Demonstrates good effort and cooperation while completing group activities and projects
- J. Demonstrates technological literacy

### **V. Assessments**

- A. Created projects
- B. *History Alive* tests
- C. On-going assignments
- D. Teacher interaction and observation

## **SPANISH**

### **I. Overview/Course Description**

The fifth grade Spanish program continues to build upon the five basic skills for second language acquisition (listening, speaking, reading, writing, and cultural awareness) while conversational skills are emphasized. Students build on the linguistic base needed for developing communicative skills by employing question-answer structures in various realistic situations. The program introduces more complex structures of the language to expand oral and writing skills. Students explore and comprehend various aspects of the cultures of Spanish-speaking countries.

### **II. Course Outline/Primary Units of Study**

- A. More complex structures in oral and writing skills
- B. Cultures of the Spanish speaking countries
- C. Recognition and proper use of common Spanish phrases
- D. Initiating and maintaining a conversation in Spanish
- E. Making connections between lesson content and personal experiences
- F. Learning and recognizing differences between regional Spanish dialects

### **III. Materials, Resources, Books, Textbooks**

- A. Resource book, *Teach Them Spanish!*
- B. Spanish texts (fiction and nonfiction)
- C. National Geographic (print and online)
- D. Videos and recordings of native Spanish speakers
- E. Local newspapers and advertisements in Spanish
- F. Spanish/English dictionaries

#### **IV. Objectives/Skills**

- A. Demonstrate good oral and written comprehension
- B. Write narratives using proper grammar and vocabulary
- C. Use resources to find additional information
- D. Identify, describe, and compare Hispanic cultures
- E. Understand and apply grammar rules in speech and writing
- F. Initiate and maintain a conversation in Spanish
- G. Demonstrate reading comprehension of Spanish texts
- H. Develop confidence in speaking Spanish

#### **V. Assessments**

- A. Checkpoints in which students answer questions about recent lesson content
- B. Individual and group discussions
- C. Short presentations using correct pronunciation and an authentic accent
- D. Applying proper grammar rules in writing assignments about a given topic
- E. Initiating and maintaining a conversation in Spanish with adults and peers
- F. Descriptions of Hispanic cultures through writing and speaking