

**SPANISH**

**GRADE 5**

**HOPATCONG BOARD OF EDUCATION**

**AUGUST 2005**

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**COURSE DESCRIPTION**

Students in 5<sup>th</sup> grade Spanish will be developing their language skills and fluency in all four areas of language learning: speaking, listening, reading and writing. Hispanic culture will be explored. Students will expand their Spanish vocabulary and develop grammar skills. Students are encouraged to speak in Spanish as much as possible. Also there will be a review of 4th grade grammar and vocabulary, engaging in meaningful communication through numbers, classroom objects, weather, seasons, clothing, travel, cultures and geography. Students will explore elements of Spanish culture including foods, celebrations, crafts, songs and dance.

**CORE CURRICULUM CONTENT STANDARDS:**

7.1 All students will be able to communicate at a basic literacy level in at least one language other than English.

7.2 All students will be able to demonstrate an understanding of the interrelationship between language and culture for at least one world language in addition to English.

**CUMULATIVE PROGRESS INDICATORS:**

**7.1 Communication**

**Novice-Mid Learner Range**

**A. Interpretive Mode (Understanding and interpretation of spoken or written communication)**

1. Demonstrate comprehension of simple, oral directions, commands, and requests through appropriate physical response.

2. Recognize common gestures, intonation, and other visual or auditory cues of the target culture.

3. Identify familiar people, places, and objects based on oral and/or simple written descriptions.

4. Comprehend brief oral exchanges on familiar topics.

- Grade level appropriate health topics (e.g., wellness, feelings and emotions)
- Grade level appropriate science topics (e.g., weather and seasons)

5. Connect the learning of the target language to information studied in other core content areas.

- Grade level appropriate mathematics concepts (e.g., use of numbers to count, measure, label, or locate)
- Grade level appropriate health topics (e.g., nutrition and food groups)

6. Listen to simple passages from age-appropriate, culturally authentic selections for enjoyment and information.

- Recognition of key words
- Main idea

### **B. Interpersonal Mode (direct oral or written communication)**

1. Give and follow simple oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities.

2. Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions.

3. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

4. Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other core content areas.

- Grade level appropriate social studies topics (e.g., symbols of American and target culture: flags, famous places, regions, and monuments)

- Grade level appropriate mathematics concepts (e.g., numerical operations: addition/subtraction of 2-digit numbers; counting and performing simple computations with coins)

- Grade level appropriate science topics (e.g., plant and animal characteristics)

5. Exchange basic information about the main characters, main idea, and setting from age-appropriate, culturally authentic selections.

### **C. Presentational Mode (spoken or written communication for an audience)**

1. Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

2. Copy/write words, phrases, or simple guided texts on familiar topics.

- Grade level appropriate mathematics concepts (e.g., calendar/time; color/shape/size of objects)

- Grade level appropriate science concepts (e.g., comparing and contrasting living and nonliving things)

3. Present orally or in writing information from age-appropriate, culturally authentic selections.

- Grade level appropriate language arts literacy activities (e.g., contributing to teacher-directed shared writing activities; illustrating stories, or drawing and labeling pictures, charts, or diagrams)

4. Name and label tangible products and imitate practices from the target culture.

- Grade level appropriate visual and performing arts activities (e.g., song, dance, and drama of the target culture)

- Grade level appropriate social studies activities (e.g., participation in culturally authentic experiences such as preparing and eating meals and snacks, playing authentic games, holiday celebrations)

### **A. Interpretive Mode (understanding and interpretation of spoken or written communication)**

1. Identify daily practices of people in the target culture(s).

2. Identify basic geographical features and some common landmarks in countries where the target language is spoken.

3. Identify aspects of the target culture(s) presented in photographs, children's books, and plays.

4. Identify distinctive cultural products of the target culture(s).

**B. Interpersonal Mode (direct spoken and written communication)**

1. Imitate culturally appropriate etiquette in verbal and nonverbal communication during greetings, leave-takings, and daily classroom interactions.

2. Participate in a variety of oral and/or written activities after listening to age-appropriate, culturally authentic selections.

**C. Presentational Mode (spoken and written communication for an audience)**

1. Reproduce a variety of tangible products typical of the target culture(s).

2. Identify and reproduce expressive products typical of the target culture(s).

3. Participate in age-appropriate activities related to special events celebrated in the target culture(s).

**SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:**

**DAILY ROUTINES**

- Describe daily routines
- Discuss daily chores
- Compare different routines among other Spanish countries
- Talk about schedules
- Say where are you going and coming
- Use TPR to say commands
- Play Lucho dice: (Lucho dice is equal to a Simon says)
- Talk about places
- Use correct pronunciation
- Use TU commands
- Use negative commands
- Use positive commands

## **OBLIGATIONS:**

- TPR activities
- Describe the school
- Role play a dialog about how should be done things (Homework, chores)
- Use the verb HACER QUE
- Use the verb TENER QUE
- Use of Vocabulary
- Describe a garden like
- Discuss plans
- Talk about places and people you know
- Extend invitations
- Talk on the phone

## **TRANSPORTATION**

- Use of different pictures relates to the transportation
- Use the verb conjugation IR
- TPR in transportation
- Use flashcards of places in town
- Use the verb SALIR
- Use the verb IR A
- Demonstrate knowledge of Hopatcong area and related to the mode of transportation
- Compare towns and modes of transportation in different places
- Design IR A charts
- Say what mode of transportation you use

## **SHOPPING**

- Use of Vocabulary
- Use of TPR to reinforce understanding and comprehension
- Use of flashcards related to the fruits and vegetables
- Talk about making purchases at the grocery store
- Describe different meats
- Describe the fruits
- Use of the verb COMPRAR
- Use the conjugation of ALMORZAR
- Compare different market places in South America
- Talk about shopping

## **RESTAURANT**

- Students will identify local restaurants where they serve Spanish food.
- Introduce Spanish/Latin-American food
- Flashcards about different kinds of Spanish/Latin-American food
- Vocabulary about all kind of Spanish/Latin-American food
- Learn how to order food
- Use of Spanish/Latin-American menu
- Use of TPR to order Spanish/Latin-American
- Create your own menu
- Talk about food
- Use the verb GUSTAR
- Use the verb ORDENAR
- Use the verb QUERER

## **CELEBRATIONS**

- Talk about celebrations

- Plan a party
- TPR at a party
- Describe a party
- Vocabulary use in a party
- Make a list of guests and invitations
- Role play about going to celebrate El DIA de Los Muertos
- Compare different celebrations among other Spanish countries
- Use of the verb CELEBRAR
- Make a real party putting everything in Spanish

### **INSTRUCTIONAL STRATEGIES**

- KWL
- Cooperative learning
- Individual work
- TPR
- Interviews
- Role plays
- Team games
- Cloze activities
- Brainstorming
- Problem solving
- Research projects

### **EVALUATION/ASSESSMENT OF STUDENTS:**

- Teacher observations/ students participation/involvement
- Paper and pencil tests/ make tests and quizzes at the end of the lesson

**EVALUATION/ASSESSMENT OF CURRICULUM:**

**This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-year Curriculum Review schedule.**

**RESOURCES/BIBLIOGRAPHY:**

- Viva el Espanol: Textbook. Woodland Hills, CA., Glencoe/McGraw Hill 2000
- Spanish: Everything under the Sun Textbook. Woodland Hills, CA., McGraw Hill 2000
- Hispanic Culture Series: Melville, N.Y., Video Knowledge Inc.
- NJ World languages Curriculum Framework
- National Standards Document: Standards for foreign language Learning in the 21<sup>st</sup> century
- Internet technology resources

**SPANISH  
GRADE 4<sup>TH</sup>**

**THEMED TOPICS AND ACTIVITIES**

**Timeline:** All year

- I. Spanish: First Nine Weeks**
  - A. Review of 4th grade vocabulary and grammar.**
    1. Appropriate greetings and responses

2. Responding to commands
3. TPR responses to learned vocabulary (numbers to 29, colors, animals, adjectives).

**B. Introduction of new vocabulary with sign associations**

1. Identifying family members
2. Using the verbs ir, venir, leer, correr
3. Learning classroom objects and places

**II. Spanish: Second Nine Weeks**

**A. Introduction to Spanish-speaking countries.**

1. Geographic location of Spanish speaking countries
2. Talking about where students live and cultures
3. Languages spoken in different countries

**B. New vocabulary with sign associations.**

1. Means of transportation
2. Identifying likes and dislikes
3. Using verbs hablar, querer, decir, gustar,

**III. Spanish: Third Nine Weeks**

**A. Introduction to weather expressions with sign associations**

1. Talking about seasons and seasonal temperatures
2. Learning and singing songs about seasons and weather conditions

**B. Learning the months and days**

1. Using words such as semana, mes, ano,
2. Using words for today (hoy), yesterday (ayer), and tomorrow (manana)

**VI. Spanish: Fourth Nine Weeks**

**A. Building on the 3rd nine weeks vocabulary to talk about clothing**

1. Using sign associations to learn new clothing vocabulary
2. Expressing clothing worn during certain seasons
3. Expressing likes and dislikes of clothing or certain temperatures

**B. Talking about time of day and clothing worn**

1. Asking what time it is
2. Asking and telling the clothing worn during certain times
3. Cultural aspects of clothing

**C. Talking about travel and clothing**

1. Using new verbs such as hacer, tener + calor /frio, comprar, traer, quitarse, costar,
2. Discussing cost and payment

