



5th Grade Spanish Curriculum

Mendham Township Middle School

Unit 1 – Bienvenidos al Español !

Summary: In Unit 1 the students will be introduced to the Spanish language first by learning the alphabet, basic pronunciation, and greetings and farewells and the numbers from 1-100. They will also be able to identify basic classroom objects and give and respond to basic classroom commands.

The students will identify with popular cultural holidays as they arise in certain Spanish speaking countries through various interactive activities.

Outcomes Unit 1

- Students will be able to recite the Spanish alphabet and will be able to recite the numbers 1-100.
- Students will be able to greet and introduce themselves and friends to others using short sentences, learned words and phrases.
- Students will be able to respond to and understand basic classroom commands such as sit down, take out your books, read your notes, ask for permission to the bathroom, etc.
- Students will be able to identify and name the objects in the classroom and objects needed for school

Summative Assessment

New Jersey Standards for the Novice-High level

1. Interpretive mode-

- Demonstrate comprehension of simple oral directions, commands and requests through appropriate physical response. **7.1.A.1.**

- Recognize common gestures, intonation, and other visual or auditory cues of the target culture. **7.1.A.2.**
- Identify familiar people, places and objects based on oral and /or simple written descriptions. **7.1.A.3.**
- Comprehend short conversations and brief written messages on familiar topics **7.1.A.4.**
- Connect the learning of the target language to information studied in other core content areas **7.1.A..5.**
- Grade level appropriate math concepts (e.g., use of numbers to count) **7.1.A.5.**
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2. *Interpersonal mode-*

- Give and follow a series of oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities. **7.1.B.1.**
- Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions. **7.1.B.2.**
- Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.. **7.1.B.3.**

3. *Presentational Mode-*

- Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role plays, using familiar vocabulary in a guided format. **7.1.C.1.**
- Describe in writing using a guided format people and things from the home/school environment. **7.1.C.2.**
- Tell or retell stories using a guided format from age appropriate, culturally authentic selections orally or in writing. **7.1.C.3.**
- Tell or write about products of the target culture and simulate common cultural practices. **7.1. C.4.**

Unit 2 La Cultura y La Comunidad

Summary: Unit 2 introduces the students to the cultures of Spain and Mexico. Students will be able to identify family members, rooms in the house and various occupations. Through the use of educational websites the students will look at family life and occupations in Spanish speaking countries and will compare and contrast them to those in the USA.

Outcomes Unit 2:

- Students will be able to identify the rooms in the house be able to respond in short phrases to their location
- Students will be able to name and identify immediate as well as extended family members
- Students will be able to compare and contrast their family customs with to those of a Spanish speaking household
- Students will be able to recognize and name the various common occupations in our society

Summative Assessment

New Jersey Standards for the Novice-High level

1. Interpretive mode-

- Demonstrate comprehension of simple oral directions, commands and requests through appropriate physical response. **7.1.A.1.**
- Recognize common gestures, intonation, and other visual or auditory cues of the target culture. **7.1.A.2.**
- Identify familiar people, places and objects based on oral and /or simple written descriptions. **7.1.A.3.**
- Comprehend short conversations and brief written messages on familiar topics. **7.1.A.4.**
- Connect the learning of the target language to information studied in other core content areas. **7.1.A.5.**
- Demonstrate comprehension of the main idea, and identify the principal characters in readings from age appropriate, culturally authentic selections. **7.1.A.6**

2. *Interpersonal mode-*

- Give and follow a series of oral directions, commands, and requests for participating in age appropriate classroom and cultural activities. **7.1.B.1.**
- Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions. **7.2.B.2.**
- Ask and respond to simple questions make requests and express preferences using memorized words and phrases. **7.1.B.3.**
- Exchange information using words, phrase and short sentences practiced in class on familiar topics studied in other content areas. **7.1.B.4.**

3. *Presentational Mode-*

- Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role plays, using familiar vocabulary in a guided format. **7.1.C.1.**
- Describe in writing using a guided format people and things from the home/school environment. **7.1.C.2.**
- Tell or retell stories using a guided format from age appropriate, culturally authentic selections orally or in writing. **7.1.C.3.**
- Tell or write about products of the target culture and simulate common cultural practices. **7.1. C.4.**
- Compare and contrast similarities and differences between tangible products of the target culture(s) and their own. **7.2.C.1**
- Describe and reproduce expressive products of the target culture(s). **7.2.C.2**
- Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S. **7.2.C.3**

Unit 3 El tiempo, Las Estaciones del Año y La Ropa

Summary: Unit 3 introduces the students to the vocabulary of the weather, seasons, days, and months of the year. Students will learn how to talk about the weather and describe and compare and contrast the seasons and the activities related to the seasons. They will learn the names of the months and the days of the week. The subject of clothing will also be introduced since it pertains to weather and seasons. Students will also learn basic body parts. Students will be using the website: <http://www.elcorteingles.es/> a famous Spanish department store, to complete various classroom activities.

Outcomes Unit 3

- Students will be able to respond to basic questions about the weather, the days of the week, the months and the seasons of the year.
- Students will be able to and write simple sentences or short phrases about the various aspects of the calendar.
- Students will be able to name the items of clothing that are worn during the different seasons.
- Students will be able to describe which articles of clothing should be worn on the body as it relates to the changing seasons.

Summative Assessment

New Jersey Standards for the Novice-High level

Interpretive Mode

- Demonstrate comprehension of simple, oral directions, commands, and requests through appropriate physical response. **7.1.A.1.**
- Recognize common gestures, intonation, and other visual or auditory cues of the target culture. **7.1.A.2.**
- Identify familiar people, places, and objects based on oral and/or simple written descriptions: **7.1.A.3.**

- Comprehend brief oral exchanges on familiar topics: Grade level appropriate science topics (e.g., weather and seasons) **7.1.A.4.**
- 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) **7.1.A.5.**
- Compare daily practices of people in the target culture(s) with their own. **7.2.A.1.**

2. Interpersonal Mode

- Give and follow simple oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities. **7.1.B.1.**
- Imitate appropriate gestures and intonation and common idiomatic expressions of the target culture during daily interactions. **7.1.B.2.**
- Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences. **7.1.B.3.**
- Participate in a variety of oral and/or written activities after listening to and/or reading age appropriate, culturally authentic selections. **7.2.B.2.**

3. Presentational Mode

- Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role plays, using familiar vocabulary in a guided format. **7.1.C.1.**
- Describe in writing using a guided format people and things from the home/school environment. **7.1.C.2.**
- Tell or retell stories using a guided format from age appropriate, culturally authentic selections orally or in writing. **7.1.C.3.**
- Tell or write about products of the target culture and simulate common cultural practices. **7.1. C.4.**
- Compare and contrast similarities and differences between tangible products of the target culture(s) and their own. **7.2.C.1**
- Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S. **7.2.C.3**

Unit 4 La Comida y Los Colores

Summary: Unit 4 will introduce students to the colors and will provide a more intensive study of the foods in the Spanish and Mexican Cultures. The students will also learn the vocabulary for setting a table and ordering from a menu.

Outcomes Unit 4

- Students will be able to name all the basic colors in Spanish and apply it to objects in daily life.
- Students will be able to prepare a food that is common in the Spanish or Mexican culture.
- Students will be able to name various food items and describe those using short phrases and sentences.
- Students will be able to show understanding of ordering from a menu through the use of role play.
- Students will be able to identify items needed to properly set a table.

Summative Assessment

New Jersey Standards for the Novice- High level

1. *Interpretive mode-*

- Compare daily practices of people in the target culture(s) with their own. **7.2.A.1.**
- Identify aspects of culture presented in photographs, plays, or films. **7.2.A.3**
- Identify common tangible and intangible cultural products of the target culture(s). **7.2.A.4**

2. *Interpersonal mode-*

- Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and daily classroom interactions **7.2.B.1.**

- Participate in a variety of oral and/or written activities after listening to age appropriate, culturally authentic selections. **7.2.B.2.**

3. *Presentational Mode-*

- Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role plays, using familiar vocabulary in a guided format. **7.1.C.1.**
- Describe in writing using a guided format people and things from the home/school environment. **7.1.C.2.**
- Tell or write about products of the target culture and simulate common cultural practices. **7.1. C.4.**
- Compare and contrast similarities and differences between tangible products of the target culture(s) and their own. **7.2.C.1**
- Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S. **7.2.C.3**