

Madison Public Schools

Grade 5 Spanish Curriculum

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Course Overview

Description
<p>In the elementary Spanish program, a strong emphasis will be placed on communication and appreciation for world culture. Students will have the opportunity to listen, speak, write and engage in meaningful, fun and interactive classroom activities. Student's language learning will be a positive, non-threatening process, similar to the way children acquire their first language. Fifth grade students will build upon skills and topics introduced in the third and fourth grades, and will continue to engage in cultural activities and make linguistic connections to cultures. The course will make associations with other subject areas and take the opportunity to use the Spanish language not only to teach language skills but also to equip students with learning strategies that will aid them as they continue their studies in later years.</p>
Goals
<p>This course aims to:</p> <ul style="list-style-type: none">● Enhance the development of speaking, listening, reading and writing skills in Spanish.● Develop higher order cognitive skills.● Support content area instruction at the fifth grade level.● Promote global awareness and cross-cultural understanding.● Develop increased proficiency in all aspects of the language with each year of study.● Provide exposure to lay the foundation for future language acquisition.● Instill a passion for world languages.● Meet district, state and national foreign language standards.
Resources
<p>Suggested activities and resources page</p>
<p style="text-align: center;"><u>Modifications and Adaptations for Special Needs Learners</u> (Gifted and Talented Students, English Language Learners, Special Education Students, At-Risk Students)</p>

Unit 1 Overview

Unit Title: All About Me, Greetings/Farewells, Personal Identification

Unit Summary:

Students will use the target language in the three modes of communication to talk about themselves, introduce themselves, share feelings, favorite colors, favorite animals, where they are from, favorite weather, school materials, their birthdays, favorite clothes and favorite seasons in the target language. They will connect the learning of the target language to information studied in previous years.

(Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretative Mode:

Recognize common gestures, intonation, and other visual or auditory cues of the target culture; Use Spanish greetings and farewells to identify familiar people, places, and objects based on oral and/or simple written descriptions; Comprehend brief oral exchanges on familiar topics, feelings, colors, numbers, birthdays, clothes and seasons; Connect the learning of the target language to information studied in previous years.

Interpersonal Mode:

Imitate appropriate gestures and intonation of the target culture during greetings, daily interactions and when providing information about themselves; Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases in the target language; Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in previous years.

Presentational Mode:

Imitate, recite and/or dramatize simple rhymes, songs, and skits; Copy/write words, phrases, or simple guided texts on familiar topics.

Culture:

Students will develop awareness about themselves and others.

Suggested Pacing: 12-14 lessons

Learning Targets

Unit Essential Questions:

- How do we greet each other in Spanish?
- How do you express feelings?
- How do we express age?
- How do we express favorite colors in Spanish?
- How do we ask and answer the question, “What is my favorite animal?”
- How do we say “I like” and “I don’t like” in Spanish?
- How do we express the words for the body parts in Spanish?
- How can we express the words for school materials found in our backpacks?
- Can we identify and respond to questions about the weather and seasons?
- How can we express our birthday and other dates in the target language?

Unit Enduring Understandings:

- It is important to effectively use basic greetings/farewells in the target language.
- Students can express how old they are by using Spanish numbers.
- Students can describe their favorite colors in Spanish.
- Students can describe their favorite animal.
- Students can express opinion using the phrases “I like” and “I don’t like”.
- Students can say the names of the body parts in both singular and plural forms.
- We can use the smartboard and face-to-face communication to: Ask simple, and/or memorized questions (yes/no, either/or, and short response) about things found in a school and classroom.
- We can understand descriptions of seasons and the weather in the target language.
- We express our birthday in the target language.

Evidence of Learning

Unit Benchmark Assessment Information:

Develop a project entitled “All About Me”. Student will engage in a project where they need to describe their names, age, where they are from, feelings, favorite colors, favorite animals, favorite weather/season, school materials, and their birthdays in the target language. Teacher will use a Presentational-Oral assessment rubric. Students will engage and interact with the teacher and their peers. Students will communicate through basic words and short memorized phrases within a given context.

[Presentational/Oral rubric](#)

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards <small>(NJCCCS CPIs, CCSS, NGSS)</small>	Pacing
<ul style="list-style-type: none"> • Introduce self to others. • Recycle vocabulary. • Students will identify themselves when answering the question: Cómo te llamas? Students will appropriately answer the question: cómo estás? • Express what country one is from: “¿De dónde eres?” (question word) • Answer with verb to be: “Soy”(verb-ser), “Eres...”(verb-ser) “Es”(verb-ser) “Soy de...”(verb-ser) • Students Will learn the alphabet to help them with pronunciation. • Students will be able to ask and say their ages, i.e.: ¿cuántos años tienes? And answer tengo...años • Students will respond to questions “¿Cuál es tu animal favorito?, ¿Cuál es tu color favorito?” And students will be able to answer “mi animal favorito es el oso, el gato, el perro, etc.” Qué hace tu animal favorito? Donde vive? En la selva, jungla, en el bosque? Corre, nada, salta, vuela? • Students will respond to questions “¿qué parte del cuerpo es...? Cuántas manos tienes tú?, ¿cuántos pies tienes tú? , ¿Cuántos brazos tienes tú? • Be aware of the structure of the language: Use of “hay” when naming and counting things and people. • Use the verb “tener” to ask what people have. • Describe different types of weather. 	<p>Content:</p> <ul style="list-style-type: none"> • Review greetings and farewells; review expressions of feelings. <p>Skills:</p> <ul style="list-style-type: none"> • Students will greet each other and answer basic questions to help with their communication skills. • Students will express their feelings and answer basic commands and questions. • Students will express where they are from with classmates. • Students will ask each other their age and answer basic questions. • Paired activities to include conversing in target language. i.e. ¿Cuál es tu animal favorito?, ¿Cuál es tu color favorito? • Students describe their classroom, express their feelings and answer basic commands and questions. • Students will describe the weather and express weather conditions in Spanish. • Students will describe when their birthdays are and express activities. • Students can recommend what to wear based on the weather conditions. 	<ul style="list-style-type: none"> • Respond spontaneously to greetings and name questions. • Answer in complete sentences to “estoy bien, estoy mal, estoy feliz, estoy triste, estoy más o menos.” • Role play skits. • Mini-dialogues between students. • Puppet show presentation. • Name classmate in the target language. • Express farewells. • Answer in complete sentences, “Soy de...” • Games, songs and puzzles. • Chanting/choral response. • Cooperative learning Paired conversations. • Students will be able to recognize animals and their colors, and describe likes and dislikes both orally and through written responses. • Classroom participation and projects. 	<p>7.1. A (1), Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1. A (2), Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1. A (3) Recognize a few common gestures and cultural practices associated with the target culture(s)</p> <p>7.1 B (1) Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1 B (3) Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1 B (4) Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.C(2) Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.C(3) Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.C(4) Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>	<p>12-14 lessons</p>

<p>•Ask questions using “¿Cuál estación...?, ¿Cuál es tu estación favorita?, ¿Qué tiempo hace en el verano? ¿Hace fresco/frio/calor?, ¿Qué tiempo hace hoy?, ¿Qué tiempo hace en...?”</p> <p>• Ask people when their birthday is: “¿En qué mes es tu cumpleaños? ¿Cuándo es tu cumpleaños?, Es en noviembre, Es el doce de noviembre, mi cumpleaños es el doce de noviembre.” “¿Cuántos años tienes tú?, tengo...”</p> <p>• Higher level: Describe what to wear when it is hot, cold, raining, etc. “¿qué llevas cuando hace calor, frio, llueve, etc.? Cuando hace calor llevo la camiseta, las sandalias y...”</p>			<p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
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Unit 2 Overview

Unit Title: Family

Unit Summary:

Students will use the target language in the three modes of communication to learn, describe, and compare themselves and their family members. Students will be aware of, learn and be sensitive towards different types of people, personalities and be able to compare them so they may gain background knowledge of Spanish-speaking countries. (Assessment of the interpretive mode may be in English; however, the text is always in the target language).

Interpretive:

Students will interpret authentic written and/or video/audio texts that contain families, adjectives in the target language.

Interpersonal:

Students will engage in short rehearsed/scripted conversations with classmates and the teacher, in which they ask and answer questions related to their families and how they are.

Presentational:

Students use lists, chunks of language, and memorized phrases to describe themselves and their families and compare it with a family from the target culture.

Suggested Pacing: 10-12 lessons

Learning Targets

Unit Essential Questions:

- Can I identify myself and the members of my family?
- How do we answer simple commands?
- How can we use possessive adjectives?
- Can I use adjectives to talk about myself and what others look like?

Unit Enduring Understandings:

- We can understand short readings detailing the descriptions of family members.
- We can use the smartboard and face-to-face communication to: Ask simple, memorized questions (yes/no, either/or, and short response) about adjectives to describe people and their personalities.
- We can use words, phrases, and memorized sentences to compare my family with a family in the target culture by comparing pictures from both cultures.

Evidence of Learning

Unit Benchmark Assessment Information:

Students will create their own family tree describing their family (depending on the level of the student). Students will label, form sentences and draw pictures about their own families. Teacher will use a presentational-oral assessment rubric. Students will engage in oral language and interact with the teacher and their peers. Students will communicate through basic words and short memorized phrases within a given context.

[Presentational/oral rubric](#)

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
<ul style="list-style-type: none"> • Talk about family members: “la familia, el padre/ el papa, la madre/ la mama, el hijo, la hija, los primos, el hermano (a), el tío (a), el abuelo (a), la madrastra (o), niño/a”. • Use question of “quien es...? Es mi ...” and use possessive adjectives “mi, tu, su, nuestro/a”. • Talk about one or more persons or things “¿cómo te describes/es...?” • Describe how they are physically and personality, using different adjectives “Mi hermana Marisol es alta y delgada. Marisol tiene el pelo negro y los ojos cafés”. <p>Scaffolding: Some student will use “yo and tu” and some others will use all the other pronouns with the aid of syntalk.</p> <ul style="list-style-type: none"> • Recycle vocabulary: Students will identify themselves when answering the question: ¿Cómo te llamas? Students will appropriately answer the question: ¿Cómo estás?, ¿Cuántos años tiene?, Review numbers from 0-30, ¿Que le gusta?, Que no le gusta? • Recognize the words that are similar to English in Spanish. 	<p>Content: Family vocabulary Adjectives Verb forms Singular v plural Skills:</p> <ul style="list-style-type: none"> • Students will speak to each other and answer basic questions. • Students describe themselves and their families, and answer basic commands and questions. 	<ul style="list-style-type: none"> • Respond spontaneously to questions. • Answer in complete sentences. • Teacher observation of class and individual response to teacher’s questions. • Teacher observation of class and individual participation in activities involving object identification. • Teacher assessment of oral presentations with rubric. • Name items in the target language. • Assessment during: games, songs and puzzles. • Chanting/choral response. • Paired conversations. • Classroom participation and projects. 	<p>7.1. A (2) Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1. A (3) Recognize a few common gestures and cultural practices associated with the target culture(s)</p> <p>7.1. A (4), Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1 B (4) Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1 B (5) Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.C(3) Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.C(4) Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>	10-12 lessons

			6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. CRP4. Communicate clearly and effectively and with reason. 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.	
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Unit 3 Overview	
Unit Title: Food	
<p>Unit Summary: Students will use the target language in the three modes of communication to examine the different types of healthy and unhealthy foods, and order breakfast, lunch and dinner from a restaurant while also indicating which are from Spanish speaking countries. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)</p> <p>Interpretive: The Novice language learner understands and communicates at the word level and can identify and recognize memorized words and phrases to understand food.</p> <p>Interpersonal: The Novice language learner understands and communicates at the word level and can use some memorized words and phrases to respond to learned questions and ask memorized questions.</p> <p>Presentational: Students use lists, chunks of language, and memorized phrases to describe foods and compare them with ones in the target culture.</p>	
Suggested Pacing: 8-10 lessons	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> • Can we identify and respond to questions about food? • Can we describe different types of food healthy and unhealthy? • Can we order a meal in a restaurant/café? 	

Unit Enduring Understandings:

- We can understand descriptions of foods when presented in the target language.
- We can recognize the names of different types of foods and meals.
- We can use the smartboard and face-to-face communication to: Ask simple, memorized questions (yes/no, either/or, and short response) about the types of foods in different Spanish countries.

Evidence of Learning

Unit Benchmark Assessment Information:

Students will create a favorite meal project or a Spanish restaurant skit. Students will act as a customers and wait staff and will order a meal. Teacher will use a presentational-oral assessment rubric. Students will interact with the teacher and their peers. Students will communicate through basic words and short memorized phrases within a given context. [Presentational/Oral Rubric.](#)

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
<ul style="list-style-type: none"> • Describe different types of food. • Talk about healthy and unhealthy food. • Talk about likes and dislikes and what you like to eat for breakfast, lunch and dinner. The use of verb “comer and beber” “para el desayuno me gusta comer... y beber..., generalmente en el almuerzo me gusta comer..., para la cena me gusta comer...” • Describe table setting : “cuchara, cuchillo, tenedor, vaso, plato llano, plato hondo, sal, pimienta.” • Recycle: tengo hambre, tengo sed, and numbers. • Higher level: Ask questions using “¿Qué es esto?, ¿Qué te gusta?, ¿Qué vas a tomar? ¿Qué me recomiendas? ¿Qué vas a beber? ¿Y de postre?, ¿desea la cuenta?, ¿Cómo va a pagar?” 	<p>Content:</p> <ul style="list-style-type: none"> • Read “La oruga muy hambrienta.” <p>Health: student can be aware of different healthy and unhealthy choices that one can make. Students will compare and contrast in the target language.</p> <p>Food vocabulary and what they normally eat in some Spanish countries.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Students will speak to one another and answer basic questions. • Students will describe foods and express likes and dislikes in Spanish. • Students will know basic table settings • Students will share their favorite things to eat for breakfast, lunch and dinner. • Students will describe if they are hungry or not in 	<ul style="list-style-type: none"> • Teacher observation of class and individual response to teacher’s questions. • Teacher observation of class and individual participation in activities involving object identification. • Teacher assessment of oral presentations/rubric • Name food in the target language. • Assessment during: games, songs and puzzles. • Chanting/choral response. • Paired conversations • Question/answer session. • Practice skits. • Group/individual project. 	<p>7.1. A (1), Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1. A (2), Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1. A (4), Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1 B (4) Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1 B (5) Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.C(3) Copy/write words, phrases, or simple guided texts on familiar topics.</p>	8-10 lessons

	<p>the target language and how to order food in a café or restaurant.</p> <ul style="list-style-type: none"> • Students will use authentic children's songs/literature. 		<p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> <p>7.1.C(4) Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>	
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Unit 4 Overview

Unit Title: Sports

Unit Summary:

Students will use the target language in the three modes of communication to learn about sports. Students will also understand the differences between sports in different countries, likes and dislikes, individual sports and group sports, if the games are played inside or outside and what their family members practice. Students will learn how to communicate their own favorite sports and buy a ticket to a game.

Interpretive:

Students will interpret authentic written, visual/or video/audio texts that contain sports played during the year, and descriptions of these in the target language.

Interpersonal:

Students will engage in short rehearsed/scripted conversations with classmates, and the teacher, in which they ask and answer questions related to sports.

Presentational:

Students will use lists, chunks of language, and memorized phrases to describe sports in the target

language.

Suggested Pacing: 10-12 lessons

Learning Targets

Unit Essential Questions:

- Can we identify and communicate sports played during the year?
- How do we answer simple questions associated with what type sports you practice?
- How can we express our likes and dislikes about a sport in the target language?
- How can we buy a ticket to go to a game?

Unit Enduring Understandings:

- There are many sports played in Spanish speaking countries.
- We can use the smartboard and face-to-face communication to: Ask simple, memorized questions (yes/no, either/or, and short response) about sports.
- We will use realia to understand sports and prices in Spanish countries.

Evidence of Learning

Unit Benchmark Assessment Information:

Students will create a poster about their favorite team or sport, and/or create a skit to buy tickets to a game. Project 1: Students will make a poster based on their favorite sport, team or player. Project 2: Students will create a skit where they need to buy a ticket to a game. Teacher will assess with a presentational-oral assessment rubric. [Presentational/Oral Rubric](#)

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
<ul style="list-style-type: none">• Learn sports played in Spanish speaking countries and the USA.• Talk about activities, for example: “¿Qué deporte practicas?, Yo practico el futbol, ¿te gusta el futbol? si/no, ¿Es un deporte individual o en equipo?, ¿Se juega afuera o adentro?, ¿Y tu familia, que deporte practica tu hermana? A mi hermana le gusta correr”.	<p>Content:</p> <ul style="list-style-type: none">• Recycling numbers and learning new numbers: 0-20 and 20-50 and learn currency.• Sport vocabulary and grammar phrases.• Sports in Spain and Latin-American countries and effect on culture.	<ul style="list-style-type: none">• Answer in complete sentences.• Teacher observation of class and individual response to teacher’s questions.• Teacher observation of class and individual participation in activities involving object identification.	<p>7.1. A (2), Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1. A (4), Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1 B (4), Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	10-12 lessons

<ul style="list-style-type: none"> • Recycle vocabulario: “la familia, me gusta el verano porque yo practico el remo. Mi deporte favorito es el ...” • Talk about money and different types of currency in other countries. Review numbers and learn higher numbers. • Higher level: Use adverbs, such as “siempre, a veces, nunca, mucho, para nada” to describe frequency and likes and dislikes. • Buying a ticket and asking how much something is, “Me gusta el Real Madrid, quiero ir al partido de fútbol/basketball/tenis, necesito comprar dos tickets, cuanto cuesta/n?, describe some sport events. • Money. • Write in complete sentences. 	<p>Skills:</p> <ul style="list-style-type: none"> • Students will speak to one another and answer basic questions. • Students will describe their favorite sports and what they practice, oral, writing and listening activities. 	<ul style="list-style-type: none"> • Teacher assessment of oral presentations/rubric • Name items in the target language. • Assessment during: games, songs and puzzles. • Chanting/choral response. • Cooperative learning. • Paired conversations. 	<p>7.1 B (5), Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1. C (3), Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1. C (4), Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
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