

Cedar Grove School District

Cedar Grove, NJ

2017 | **Grade 5**

Spanish

Revised 2017

Approved by the Cedar Grove Board of Education

Superintendent of Schools
Mr. Michael J. Fetherman

Board of Education

Mrs. Christine Dye, President
Mr. Frank Mandala, Vice-President
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Mr. David Schoner
Mr. Vincent Vollero

Spanish – Grade 5

Course Description

Grade 5 Spanish is an 8 week course designed to develop students' foreign language learning. It is a continuation of elementary Spanish which focuses on listening, speaking, reading, and writing in the target language, along with cultural lessons and activities. Students will learn the basics of the language (greetings/introductions, classroom commands/requests, and date/time) as well as pronunciation, grammar, and conversational aspects that are grade level appropriate. At the completion of this course, students will have a better understanding of basic Spanish concepts in order to be better prepared for sixth grade Spanish

This course is aligned to the *New Jersey Student Learning Standards for World Language* and the three modes of communication: **interpretive, interpersonal, and presentational.**

The Interpretive Mode

One-way communication using receptive skills of listening and reading, sometimes enhanced by viewing. The interpretive mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpretation differs from comprehension in that the former implies the ability to "read (or listen) between the lines." Since the interpretive mode does not allow for active negotiation between the reader and writer or the listener and the speaker, it commonly requires knowledge of culture from the outset. The more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretation of a written or spoken text. It must be noted, however, that cultural literacy and the ability to read or listen between the lines are developed over time and through exposure to the language and culture.

The Interpersonal Mode

Two-way communication between individuals using receptive skills (listening and reading, sometimes enhanced by viewing) and productive skills (speaking and writing, sometimes enhanced by showing). The interpersonal mode is characterized by active negotiation of meaning among individuals, either listeners and speakers, or readers and writers. Participants observe one another to see how well their meanings and intentions are being communicated and make adjustments and clarifications accordingly. As a result, there is a higher probability of ultimately achieving the goal of successful communication in this mode than in the other two modes. The interpersonal mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or of electronic mail (e-mail) messages.

The Presentational Mode

One-way communication using productive skills of speaking and writing, sometimes enhanced by showing: The presentational mode refers to the creation of formal messages to be interpreted by listeners or readers without opportunities for the active negotiation of meaning. Whereas the interpretive mode refers to the way written or spoken utterances are received and interpreted, the presentational mode describes how the creator of a written or spoken utterance orders the presentation of text to achieve the maximum comprehension by an audience. Examples include the writing of reports and articles or the presentation of speeches. These examples of "one-way" writing and speaking require a substantial knowledge of language and culture from the outset, since the goal is to make sure that the listening or reading audience will readily understand the messages conveyed.

Spanish – Grade 5

Course Calendar

Unit:	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Unit 1: Repaso	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40										
Unit 2: Para Empezar		1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40									

This curriculum was written in accordance with the
2014 NEW JERSEY STUDENT LEARNING STANDARDS
for
WORLD LANGUAGES

The standards can be viewed at: <http://www.state.nj.us/education/aps/cccs/wl/>



Unit 1: Repaso

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

B. Interpersonal Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Respond to learned questions.

-Ask memorized questions.

-State needs and preferences.

-Describe people, places, and things.

- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

C. Presentational Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Make lists.

-State needs and preferences.

-Describe people, places, and things.

- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

Enduring Understandings

Students will understand that there are different ways to greet people in Spanish.

Students will understand that Spanish and English use the same vocabulary with the exception of some added letters.

Essential Questions

How do you greet people in the morning, afternoon, and night?

What are the letters in the Spanish alphabet?

Content

- Greetings
- Introductions
- Numbers
- Letters
- Vocabulary

Skills

Students will be able to...

- Greet people at different times of the day
- Introduce themselves
- Count from 0-100
- Recite the Spanish alphabet

Stage 2: Assessment Evidence

Assessments

Teacher Observation

Formative: Other Visual Assessments

Students will work individually and in groups to complete activities in the target language.

Written Assignments

Formative: Other written assessments

Students will complete written assignments to show an understanding of the material.

Stage 3: Learning Plan

Learning Activities

Suggested Activities:

- Written Assignments focusing on the information and skills covered in this unit.
- Oral Questions and Responses in the target language
- Group Work
- Sparkle Game

Resources

Suggested Resources:

Textbook:

- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
- *Realidades*, - Video/Audio/Writing workbook, Pearson Prentice Hall, 2008
- *Realidades* DVD Program
- Teacher's Resource Book (Para empezar-Tema 4), 2008
- *Realidades*, Assessment Program, Pearson Prentice Hall, 2008
- *Realidades*, TPR Stories, Pearson Prentice Hall, 2008
- *Realidades*, Guided Practice Activities Teacher's Guide, Pearson Prentice Hall, 2008
- *Realidades*, Audio Program, Pearson Prentice Hall, 2008
- *Realidades*, PresentationEXPRESS CD-ROM, Pearson Prentice Hall, 2008
- *Realidades*, TeacherEXPRESS CD-ROM, Pearson Prentice Hall, 2008
- *Realidades*, Guided Practice Audio CD, Pearson Prentice Hall, 2008

Additional:

- The Complete Spanish Teacher's Handbook

Websites:

-  <http://www.pearsonsuccessnet.com>
-  <http://www.phschool.com>
-  <http://www.bbc.co.uk>
-  <http://www.youtube.com>



Unit 2: Para Empezar

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

B. Interpersonal Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Respond to learned questions.

-Ask memorized questions.

-State needs and preferences.

-Describe people, places, and things.

- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Make lists.

-State needs and preferences.

-Describe people, places, and things.

- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

Enduring Understandings

- Students will understand that there are several ways to say "you" in Spanish.

Essential Questions

- What are the differences between the ways to say "you" in Spanish?
- How can you tell if a noun is masculine or feminine?

- Students will understand that nouns and articles have gender in Spanish.
- Students will understand that there is grammar needed to ask and tell time and say the date in Spanish.

- What response options do you have when asked, "¿Qué hora es?"

Content

- Tú vs. Usted
- Masculine and Feminine Nouns and Articles
- Classroom Commands and Requests
- Calendar
- Time

Skills

Students will be able to...

- properly address people of different ages in Spanish
- identify which articles go with the corresponding nouns
- ask and tell time in Spanish
- follow classroom commands in Spanish
- talk about things in the classroom
- identify specific body parts in Spanish
- express when they are in pain in Spanish

Stage 2: Assessment Evidence

Assessments

Classwork

Formative: Other written assessments

Students will work individually and in groups to complete guided practice activities.

Teacher Observation

Formative: Other Visual Assessments

Students will work in groups to communicate in Spanish.

Final

Summative: Written Test

Students will work individually to complete a written assessment to show an understanding of the material learned in this cycle class.

Stage 3: Learning Plan

Learning Activities

Suggested Activities:

- Written Assignments focusing on the information and skills covered in this unit.
- Oral Questions and Responses in the target language
- Group Work
- Sparkle Game
- Seasons/Weather charts in Spanish
- Identification and Labeling of Body Parts in Spanish
- Group Project: to show an understanding of greeting and introducing people at different times of the day.

Resources

Suggested Resources:

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