

Somers Point School District

Spanish Curriculum

Grade 5

August 2007

Board Approved: November 2008

Subject: Spanish

Grade: Five

First Quarter

- I. Daily Routines
 - a. Reflexive verbs
 - b. School subjects
 - c. Ordinal numbers for sequencing
 - d. Ask/tell school locations
 - e. Objects needed for class
- II. Explore Columbus' voyage & experiences

Second Quarter

- I. Body
 - a. Identify and describe parts of body and face
 - b. Ask/tell what hurts
- II. Healthy Living
 - a. Describe a healthy lifestyle
 - b. Use infinitive
 - c. Present poster

Third Quarter

- I. Cesar Chavez— Explore Life & Contributions
 - a. Use cognates to construct meaning
 - b. Identify/use vocabulary related to social justice
 - c. Understand the lives of migrant farm workers
 - d. Use character traits to describe people
 - e. De Colores
- II. Holidays/Traditions
 - a. Three Kings Day

Fourth Quarter

- I. Recycling
 - a. Identify and describe packaging materials
 - b. Categorize recyclable or not recyclable items
 - c. Describe environmental problems/solutions
 - d. Use hey/hay que & infinitive
- II. Geography
 - a. Use direction words to describe places on a map
 - b. Identify locations of South America, Central America, Mexico and Caribbean countries

Grade Level: 5
Subject: Spanish

Suggested Days
of Instruction:

TOPIC: VII. Geography

**GOAL: Students will be able to describe places on a map
and geographic features of the country.**

**Objectives/Concepts/
Cumulative Process Standards**

Students will be able to:

- Use direction words to describe places on a map
- Identify Spanish speaking countries
- Describe geographical features of a country
- Describe customs that are based on geography

**Essential Questions
Conceptual Understandings**

1. Where is Spanish spoken in the world?
2. What are some of the major geographical features of the Spanish speaking countries?
3. How does geography affect culture?

**Activities/Materials/Technology
Integration/Interdisciplinary
Connections/Assessment**

- Group Work: Use a compass and word bank to determine direction words in Spanish
- Group Work: Use descriptions of location to label maps of Central America, Mexico and the Caribbean, and South America
- Read text on such geographical features as the Panama Canal, the Amazon River, and the Equator to learn about how these features affect the local culture.

Grade Level: 5
Subject: Spanish

Suggested Days
of Instruction:

TOPIC: IV. Healthy Living

GOAL: Students will be able to communicate about a healthy way of life including diet and exercise.

**Objectives/Concepts/
Cumulative Process Standards**

**Essential Questions
Conceptual Understandings**

**Activities/Materials/Technology
Integration/Interdisciplinary
Connections/Assessment**

Students will be able to:

- Describe a healthy diet
- Describe healthy activities
- Use “se debe que” to express what one should and should not do
- Use infinitive verbs to describe activities
- Make an oral presentation
- Compare and contrast healthy living in the U.S. and in Spanish speaking countries

1. A healthy lifestyle includes a good diet, exercise, and avoiding drugs, smoking, etc.
2. People in different countries have different ways of keeping healthy and different health problems in their societies.

- Play “Simon Says”
- Write dialogues about going to the nurse, act out, and change
- Sing “The Sick Little Donkey”
- Read text about healthy habits in the U.S. and in Spanish speaking countries and discuss
- Evaluate the best healthy living habits from several cultures

Grade Level: 5
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Suggested Days
of Instruction:

TOPIC: VI. Three Kings Day

GOAL: Students will be able to describe and explain the importance of Three Kings Day.

**Objectives/Concepts/
Cumulative Process Standards**

**Essential Questions
Conceptual Understandings**

**Activities/Materials/Technology
Integration/Interdisciplinary
Connections/Assessment**

Students will be able to:

- Tell about an important holiday in Spanish speaking countries
- Write a letter using Spanish expressions and conventions

4. Three Kings Day is an important celebration in Spanish speaking countries

- Read a story about Three Kings Day and discuss
- Write a letter of wishes to the Three Kings

Grade Level: 5
Subject: Spanish

Suggested Days
of Instruction:

TOPIC: V. Cesar Chavez

GOAL: Students will be able to write a poem about Chavez using necessary Spanish vocabulary.

Objectives/Concepts/ Cumulative Process Standards Students will be able to:	Essential Questions Conceptual Understandings	Activities/Materials/Technology Integration/Interdisciplinary Connections/Assessment
<ul style="list-style-type: none"> • Tell about an important Hispanic American leader • Use cognates to construct meaning • Identify and use vocabulary related to social justice • Describe methods of non-violent protest • Understand the lives and challenges of migrant farm workers • Use character traits to describe people 	<ol style="list-style-type: none"> 1. Hispanic people led and participated in The Civil Rights Movement 2. Hispanics comprise much of the migrant farm worker population in the U.S. and lead challenging lives. 3. Many Latin based words in Spanish are cognates in English 	<ul style="list-style-type: none"> • View a film about Cesar Chavez and use context to determine the meaning of Spanish words used in the film • Read a biography about Cesar Chavez • Write a biopoem using character traits • Group work: identify cognates from a reading • Sing the anthem of the migrant workers, “De Colores” • Design a flag for the migrant workers based on a rubric

Grade Level: 5
Subject: Spanish

Suggested Days
of Instruction:

TOPIC: Word Processing

GOAL: Students will be able to use Spanish punctuation symbols in word processing.

**Objectives/Concepts/
Cumulative Process Standards**

**Essential Questions
Conceptual Understandings**

**Activities/Materials/Technology
Integration/Interdisciplinary
Connections/Assessment**

Students will be able to:

- Understand and use Spanish punctuation marks, accent marks, and other writing mechanics
- Use Microsoft Word to write Spanish words and writing symbols

1.How can technology be used to express ideas in wrting?

- Group Work: Ss look a list of symbols and match them to the correct definitions
- Ss use Microsoft Word menu to insert Spanish symbols in writing
- Ss generate an alphabetized list of typed words to be used in a Bilingual Alphabet book in collaboration with the 5th grade library project

Grade Level: 5
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Suggested Days
of Instruction:

TOPIC: III. The Body

GOAL: Students will be able to communicate about the body.

**Objectives/Concepts/
Cumulative Process Standards**

**Essential Questions
Conceptual Understandings**

**Activities/Materials/Technology
Integration/Interdisciplinary
Connections/Assessment**

Students will be able to:

- Identify and describe parts of body and face
- Ask and tell what hurts

1.How can you communicate information about your health?

- Play “Simon Says”
- Write dialogues about going to the nurse, act out, and change
- Sing “The Sick Little Donkey”

Grade Level: 5
Subject: Spanish

Suggested Days of Instruction:

TOPIC: Home and School Routines/Schedules

GOAL: Students will be able to communicate about their daily habits.

**Objectives/Concepts/
Cumulative Process Standards**

Students will be able to:

**Essential Questions
Conceptual Understandings**

**Activities/Materials/Technology
Integration/Interdisciplinary
Connections/Assessment**

- Describe their daily habits
- Use reflexive verbs to describe their day
- Use school subjects and ordinal numbers to describe their school day
- Ask and tell where to go for their classes
- Describe objects needed for a project
- Compare and contrast school in the U.S. and in Spanish speaking countries

- 1 How can you describe a day in your life?
2. What is your school schedule like?
3. How is school in the U.S. and in Spanish speaking countries the same and different?
4. School life reflects the culture and environment of the students (ex: many Hispanic students attend Catholic School).

- TPR; Ss play charades to act out routines and guess
- Ss use a school schedule blank to make their schedule in Spanish
- pair work—ask and tell about schedule
- use school map to describe where they have to go each period
- play “guess which class?”—Ss tell objects and guess which class they are going to

4th grade vocabulary

The Home and Furniture

Spanish	English
Apartamento	apartment
Casa	House
Dormitorio	Bedroom
Sala	Living room
Cocina	Kitchen
Bano	Bathroom
Escaleras	Stairs
Sótano	Basement
Patio	Patio
Patio trasero	Backyard
Piso (primer, Segundo)	Floor (first floor, second floor)
Sofá	Sofa/couch
Cama	Bed
El sillón	Armchair
La mesa	Table
La lámpara	Lamp
La television	TV
La ventana	window

Adverbs of place

Spanish	English
Hay	There is/are
Cerca de	Near
Lejos de	Far from
Entre	Between
En frente de	In front of
Detrás de	Behind
Al lado	Next to
A la izquierda	To the left
A la derecha de	To the right

Rooms of the School

Spanish	English
Biblioteca	Library
Gimnasio	Gymnasium
Cafetería	Cafeteria
Salón de música	Music room
Bano	Bathroom
Oficina de la enfermera/enfermería	Nurse's office
Pasillo	hallway
Oficina del director/la directora	Principal's office
Salon de arte	Art room

Food and Meals

Spanish	English
Desayuno	Breakfast
Almuerzo	Lunch
Cena	Dinner
Merienda	Snack
Comida basura	Junk food
Sopa	Soup
Ensalada	Salad
Comida ligera	Fast food
Pizza	Pizza
Espaguetti	Spaghetti
sandwich	sandwich
Chocolate	Chocolate
Papas	Potatoes
tomate	tomatoes
Te	Tea
café	coffee

Time Expressions

Spanish	English
En punto	On the dot
...2 y media	2:30
Y cuarto	Quarter after
Menos cuarto	Quarter of/to
¿Por cuánto tiempo?	For how long?

Feelings/Emotions

Spanish	English
Alegre/feliz	Happy
Triste	Sad
Confuso	Confused
Nervioso	Nervous
Cansado	Tired
Enojado/enfadado	Angry
Contento	Happy
Emocionado	Excited
Tengo hambre	Hungry
Tengo sed	Thirsty
Tengo miedo	Scared
Tengo frío	Cold
Tengo calor	hot

Passtimes/Hobbies

Spanish	English
Jugar béisbol	Play baseball
Jugar baloncesto	Play basketball
Jugar hockey	Play hockey
Surfir	Surf
Jugar fútbol	Play soccer

Jugar <u>fútbol</u> Americano	Play football
Ir de compras	Go shopping
Cantar	Sing
Bailar	Dance

Dibujar	Draw
leer	Read
Escribir	Write
Hablar por teléfono	Talk on the phone
navegar la red	Surf the internet
Escuchar musica	Listen to music
Mirar la tele	Watch TV
Jugar videojuegos	Play videogames
Monopatín	Skateboard
Tocar un instrumento	Play an instrument
reunirse con amigos	Spend time with friends
Ir a la playa	Go to the beach
Dónde	Where
Cuándo	when
Yo tambien	Me too
Yo tampoco	Me neither

Community	
Spanish	English
Supermercado	Supermarket
Biblioteca	Library
El parque	Park
Paseo de bicicletas	Bike path
Farmacia	Pharmacy
Escuela	School
iglesias	Church
Tiendas	Store
Correro	Post office
Hospital	Hospital
La playa	Beach
Museo	museum

Cultural symbols

Spanish	English
Bandera	Flag
monumento	Monument
estatua	Statue
Representa	Represent
Aguila	Eagle
Símbolo	Symbol
La Estatua de Libertad	Statue of Liberty
presidente	President
guerra	War
nacional	National