

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
WORLD LANGUAGE/SPANISH CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
EXPRESS	<p>The students will be able to:</p> <ul style="list-style-type: none"> express whether they like or dislike something. 	<ul style="list-style-type: none"> Students will review phrases by repeating them after the teacher. Teacher will hold up a series of pictures and students will respond verbally as to whether they “like or dislike” the item(s) pictured. For example, pictures of ice cream, the beach, medicine, or sports. 	<ul style="list-style-type: none"> Teacher Made Picture from Computer/ Magazines 	<ul style="list-style-type: none"> Teacher Observation 	7.1 B.3
FAMILY	<ul style="list-style-type: none"> identify members of their family using Spanish words. combine family words to discuss relationships. 	<ul style="list-style-type: none"> Students will review Spanish words for family members as they talk about vacation plans and complete activity sheets. Students will role play family members and answer questions about their family. 	<ul style="list-style-type: none"> Overhead Activity Sheets Flashcard Labels 	<ul style="list-style-type: none"> Completed Activity Sheets Teacher Observation 	7.1 A.3 C.1 7.1 A.3 C.1
COLORS/ SHAPES	<ul style="list-style-type: none"> say and identify colors and recognize basic shapes in Spanish. 	<ul style="list-style-type: none"> Have students review colors and shapes by repeating them after the teacher. The teacher will then hold up different colored shapes, and the students will identify them in Spanish. 	<ul style="list-style-type: none"> Color Panels or Construction Paper 	<ul style="list-style-type: none"> Teacher Observation 	7.1 A.2
DAYS OF THE WEEK	<ul style="list-style-type: none"> provide and obtain information about the calendar in Spanish. Answer “¿Cuál es la fecha de hoy?” 	<ul style="list-style-type: none"> Have students review days of the week by repeating them after the teacher. List the days on the board. Have students fill in a blank weekly planner with the days of the week in Spanish. 	<ul style="list-style-type: none"> Magnetic Calendar Blank Weekly Planner Pencils 	<ul style="list-style-type: none"> Teacher Observation Completed Weekly Planner 	7.1 A.3,5

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MONTHS	<p>The students will be able to:</p> <ul style="list-style-type: none"> provide and obtain information related to the calendar. 	<ul style="list-style-type: none"> Have students review months by repeating after teacher. Use poster to list months. Have students fill in a yearly calendar with months of the year in Spanish, using blank calendar template. 	<ul style="list-style-type: none"> Teacher Made Worksheet Blank Yearly Calendar 	<ul style="list-style-type: none"> Completed Yearly Calendar 	7.1 A.3,5
SEASONS	<ul style="list-style-type: none"> provide and obtain information related to the calendar, specifically the seasons. 	<ul style="list-style-type: none"> Have students review seasons by discussing when they play various sports. 	<ul style="list-style-type: none"> Activity Sheets 	<ul style="list-style-type: none"> Teacher Observation 	7.1 A.2
NUMBERS	<ul style="list-style-type: none"> count in the Spanish language. 	<ul style="list-style-type: none"> Introduce number patterns to 1,000. Have students review counting by reciting numbers 1-100 using “hot frog” game. Use same game to review numbers by 10’s up to 500. 	<ul style="list-style-type: none"> Bean Bag Number Charts 	<ul style="list-style-type: none"> Teacher Observation 	7.1 A.2
<u>SOCIAL STUDIES</u>	<ul style="list-style-type: none"> do simple math problems in the Spanish language. 	<ul style="list-style-type: none"> Teacher will recite a math problem in Spanish and throw a ball out to the students. The student that catches the ball will respond with an answer to the problem. 	<ul style="list-style-type: none"> Ball 	<ul style="list-style-type: none"> Teacher Observation 	7.1 A.2
<u>COMMUNITY/ GEOGRAPHY</u>	<ul style="list-style-type: none"> provide oral and written information in response to “¿Dónde vives? En qué país/estado vives?” 	<ul style="list-style-type: none"> Students will learn how to write Mayan numbers. Students will review community types using maps of USA, Canada, and Mexico to discuss where relatives live or where they have visited. Work in pairs to ask and respond to questions. 	<ul style="list-style-type: none"> Websites Activity Sheets Dialogs Activity Sheets 	<ul style="list-style-type: none"> Completed Worksheets Completed Activity Sheets 	7.2 C.2 7.1 A.4,5 B.4

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<p>COMMUNITY/ GEOGRAPHY</p> <p><u>READING</u></p> <p>READING</p> <p><u>WRITING</u></p> <p>WRITING</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • identify cardinal directions in Spanish. • pronounce the vowels in Spanish. • read a related passage about weather, family members, and vacations. • describe an ideal vacation location. 	<ul style="list-style-type: none"> • Students will calculate distances on road maps to use numbers and directions. • Students will review alphabet with “The Marching Song.” Students will review vowels by learning poems and tongue twisters. • Have students review necessary vocabulary to read basic passage. Select passage to read to class and show on overhead. Identify important vocabulary by underlining on overhead (weather, family, food, etc.). Students should also have a copy of the passage at their desks to underline with the teacher. • Using sample passage from previous lesson, leave blank the information about weather, food, family, etc. Each student will be given a passage with blanks in it. Using their notes from the unit, students will fill in the blanks with appropriate vocabulary (similar to Mad Libs). • Students will use travel and transport vocabulary to write about a past or future vacation. 	<ul style="list-style-type: none"> • Maps • Activity Sheets • CD, Lyrics • Teacher Selected Texts • Sample Passage • Overhead • Markers • Passage Copies • Chalkboard • Paper • Pencils • Blank Passages • Overhead • Paper • Pencils • Markers • Crayons 	<ul style="list-style-type: none"> • Completed Maps • Teacher Observation • Teacher Observation • Completed Fill-in Worksheet • Completed Writing 	<p>7.1 A.4,5 B.4</p> <p>7.1 A.2 C.1</p> <p>7.1 B.5 C.1,3</p> <p>7.1 B.3 C.2</p>

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<p><u>CULTURE</u></p> <p>HOLIDAYS & CUSTOMS</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> explore holidays celebrated in Mexico and identify customs associated with each holiday. 	<ul style="list-style-type: none"> Class members will construct “Dia de los Muertos” altars in class and sample “Pan (bread) de Muertos.” Students will decorate sugar skull masks. At end of class, students will write three facts. Students will make Mexican holiday decorations called “papel picado” to decorate school hallways. Students will listen to and sing Mexican Christmas carols from traditional “posadas” and create poinsettias “la flor de nochebuena” from tissue paper. Class will discuss Spanish and Latin American cultural perspectives relative to Columbus Day and our Thanksgiving Day, and complete a Venn diagram. 	<ul style="list-style-type: none"> Plastic Foods Pan de Muertos Mask Template Paper, Scissors, String Tissue Paper Scissors CD’s, Lyrics Handouts Flower Templates Tissue Paper Videos Activity Sheets Venn Diagram 	<ul style="list-style-type: none"> Teacher Observation Written Fact Sheets Completed Work Teacher Observation Completed Venn Diagram 	<p>7.1 A.3 7.2 A.3,4 C.1</p> <p>7.2 C.1</p> <p>7.2 A.4 B.2 C.3</p> <p>7.2 A.3</p>
	<ul style="list-style-type: none"> identify famous people in Spanish culture such as musicians, sports figures, artists, etc. 	<ul style="list-style-type: none"> Identify “Famous Faces” of Spanish culture. Each student will receive the name of a famous Spanish person which they are to research. They will write three facts about the person and find a picture. Students will watch a video on a famous Spanish speaking person and write three things that they learned from the video. 	<ul style="list-style-type: none"> Encyclopedia Internet Research Paper/Pencils Video Bulletin Board Movie 	<ul style="list-style-type: none"> Completed Fact Sheets Completed Fact Sheets 	<p>7.2 A.3</p> <p>7.2 A.4</p>

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MUSIC	<p>The students will be able to:</p> <ul style="list-style-type: none"> • identify Spanish/Latin American percussion instruments and music styles. • classify musical instruments by category in Spanish. • learn and practice simple Spanish/Latin American dances. 	<ul style="list-style-type: none"> • Make “maracas” from craft materials. • Watch video clips on Latin instruments and contributions to jazz. They will listen to “mariachi” and “flamenco” music. They will be asked to identify musical instruments and music styles in other recordings. 	<ul style="list-style-type: none"> • Plastic Eggs • Toilet Paper Rolls • Paper, Rubber Bands • Beans • CD’s • Activity Sheets 	<ul style="list-style-type: none"> • Teacher Observation • Completed Activity Sheets • Aural Assessment 	<p>7.1 A.3,5 7.2 A.4 B.2 C.1,2</p>