



Grade 5

World Language Curriculum

Oradell Public School District
Oradell, NJ

2023

Oradell Public School District

World Language Curriculum Committee Credits:

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Visual and Performing Arts, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

Oradell Public School District

Introduction

The Oradell Public School is dedicated to the ongoing pursuit of educational excellence through comprehensive innovative curriculum and instruction. The District is committed to providing opportunities for social, emotional, and academic discovery to foster curiosity, courage, and character. Our goal is to prepare our students to become life-long learners who are self-directed, resilient, productive and responsible citizens.

Our curriculum, which is aligned to the New Jersey Student Learning Standards, is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts. Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The Oradell Public School curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate career readiness standards that will prepare our students to become responsible community members. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond.

At Oradell Public School we believe an education in world language fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

(Language taken from the NJDOE World Language NJSL 2020 Vision Statement)

Oradell Public School District

Suggested Pacing Guide for World Language

Grade: Fifth

Unit	Approximate Months	Unit	Topics
1	September- November	School Days	<ul style="list-style-type: none"> • School Supplies (review) • Interrogative Words (qué, cuándo, cuál, cómo) • Ask and Answer Questions in Spanish pertaining to school supplies • Classroom Commands • Verb - I need "Necesitar" • Dia de los Muertos • Dilwali • Who Works in our School? • School Community in Costa Rica • Schools in Spanish speaking Countries and capital
2	December- February	Home, Sweet Home	<ul style="list-style-type: none"> • Community • Prepositions • Home/Parts of the House • The articles el, la, los and las • Form "aquí" - here • Form "hay" - there is and there are • Directions: left, right, up, down • Compare and Contrast Spanish House & U.S. House • House 3D Project • Present skit to a panel of Native Spanish Speaker (La Casa)
3	March- June	All About Me	<ul style="list-style-type: none"> • Earth Day - provide students with the opportunity to discuss how to make the world a better place. • ¡Vacaciones! project • Weather and seasons in Spanish speaking countries • Clothing - what to pack • Pricing - currency exchange from

			<ul style="list-style-type: none"> US to a Spanish speaking country Numbers 0 - 100 Activities your family enjoys while on vacation.
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Fifth Grade World Language Curriculum

Unit 1: School Days

Unit Overview

Students use the target language in the three modes of communication to demonstrate and apply their knowledge on school supplies/classroom commands, interrogative words, the verb to need (*necesitar*), and school positions. In addition, students explore what their own culture may have in common with the target language culture.

Interpretive Mode

Novice Mid learners Understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal Mode

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Presentational Mode

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Standards (NJSLs) Addressed in this Unit

Interpretive Mode

Students interpret authentic written/and or video websites, videos, songs, stories, short clips from movies and television that focus on school supplies/classroom commands, interrogative words, the verb to need (*necesitar*), and school positions.

7.1.NM.IPRET.1

Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2

Respond with actions and/or gestures to oral and written directions,

	commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

Interpersonal Mode

Students establish spontaneous/unscripted short conversations with classmates, teachers and native target language speakers, in which they ask and answer questions about sports, school supplies/classroom commands, interrogative words, the verb to need (*necesitar*), and school positions.

7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

Presentational Mode

Students use memorized vocabulary about school supplies/classroom commands, interrogative words, the verb to need (*necesitar*), and school positions.

7.1NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5.	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Unit Specific Vocabulary

- School Supplies

- qué, cuándo, cuál, cómo, dónde, quién, cuánto, cómo, por qué, and para qué
- Necesitar

Suggested Teaching Points

<u>New Jersey Student Learning Standards NJSLS-World Languages</u>	<u>Objectives</u>
7.1NM.IPRET.1 7.1NM.IPRET.3	<ul style="list-style-type: none"> • Students will be able to use words for common classroom objects. • Students will identify and compare roles and responsibilities of workers within the school.
7.1.NM.IPRET.2 7.1.NM.IPRET.4 7.1.NM.PRSNT.2	<ul style="list-style-type: none"> • Students will be able to name, respond with action to oral or written commands and count what school supplies they need.
7.1.NM.IPRET.3 7.1.NM.IPERS.4	<ul style="list-style-type: none"> • Students will be able to discuss the different jobs of school employees. • Students will be able to learn the verb “necesitar” I need and give and follow commands that go along with school and office supplies and work with the present tense form of these verbs.
7.1.NM.IPRET.5 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.PRSNT.1	<ul style="list-style-type: none"> • Students will be able to know how to ask and respond to guided questions in Spanish using interrogative words. • Students will be able to identify and present practices related to schools in Spanish Speaking countries and their own by listening to, discussing and comparing their school day to that of students in Costa Rica. https://www.youtube.com/watch?v=pHQ7j4Z-82w
7.1.NM.IPERS.1 7.1NM.PRSNT.2 7.1.NM.PRSNT.3	<ul style="list-style-type: none"> • Students will be able to learn to request and provide information by asking and answering questions commonly used in conjunction with school supplies language. • Students will be able to learn the song about interrogative words Spanish question words
7.1.NM.PRSNT.3 7.1.NM.PRSNT.5	<ul style="list-style-type: none"> • Students will be able to act out a skit including school supplies and school personnel. • Students will be able to identify simple expressions to perform during classes.
7.1.NM.PRSNT.4	<ul style="list-style-type: none"> • Students will be able to recognize the Spanish speaking countries. • Students will be able to discuss the climate of Spanish Speaking countries. • Students will be able to understand and demonstrate knowledge

of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.

Assessments

Possible Ongoing Assessments

- Listening activities
- Listening/ written quizzes: “Time”/ ”Class Schedule”/ “Personal Pronouns”/ “AR,ER verbs conjugation”
- Class participation/discussion
- Teacher observation of pronunciation

Specific Assessments

- **Oral:** Teacher observes students engaging in conversation in which they tell what school supplies they use. Students engage in conversation in which they discuss who works in school.
- **Written:** Students will write a list of school supplies they use daily that can be purchased.
- **Class Participation:** Students will engage in class discussions
- **Digital:** FlipGrid: <https://flipgrid.com/> - Students will record themselves speaking in Spanish, Students will read and answer questions involving vocabulary words, Quizizz - <https://quizizz.com/> - Students will complete online quizzes which assess a variety of Spanish topics.
- **Summative:** Teachers will assess students using a rubric for each individual assessment.
 - **School Supply List and Presentation:** Students as a whole class will create a list of school supplies in Spanish. Students with peers will perform a scripted skit of a family getting supplies packed for the first day of school and present it through Flipgrid.

Core Instructional Materials

- [Rockalingua.com](https://www.rockalingua.com/) Song and Vocabulary
- [Quizlet.com](https://www.quizlet.com/) Vocabulary Flash Cards
- ¡Hola Mundo! ¡Hola Amigos! Audio and visual : Teacher and Student manual, student workbook
- Google Translate : Spanish Dictionary
- Listos! Level A and/or B, Student Edition, Textbook and Workbook

Mentor Texts

- **Your Name is a Song** by Jamilah Thompkins-Bigelo

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extending the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Facial expressions and gestures that accompany oral language
- Varied grouping (individual/partner/small group/whole group)
- Heterogeneous ability pairing/grouping
- Multi-sensory approach (visual/auditory/tactile/kinesthetic)

- Alternative assignments/assessments (rubrics/checklists)
- Preferential seating
- Positive reinforcement
- Specific feedback
- Extended time for assignments
- Repeated directions
- 1:1 assistance when noted in IEP
- Classroom Commands, School Supplies and Community jobs

Students at Risk

- Improvement plans within a set time frame
- Multi-sensory manipulatives
- Preferential seating
- Behavior chart to increase focus and work completion
- Sensory breaks
- Chromebook extensions
- Visualizing and verbalizing

English Language Learners

- Collaborate with English language teacher
- Preview content vocabulary visual clues (pictures)
- Use group projects rather than individual work
- Use of translation dictionaries to locate words in the native language
- Allow errors in speaking
- Reduce the amount of work required
- Repeated directions
- Check for understanding
- Asking pointed questions
- Use of iPad for translation between English and Spanish
- Direct instruction of idioms with pictures
- Use of interactive English and Spanish vocabulary websites

Gifted and Talented

- Challenge questions and higher level thinking
- Reading in higher level spanish book
- Encourage students to explore concepts in depth and encourage independent studies or investigations
- Allow gifted students to take an assessment before starting a new unit to see what information is already familiar to them

Students with 504 Plans

- Provide notes/outlines/study guides
- Extended time for assignments/assessments
- Leveled/supplemental materials/resources
- Break up material into smaller parts

- Advanced organizers
- Repeated review/drill
- Memory-aids

Interdisciplinary Connections

<i>Speaking & Listening</i> SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
<i>Visual & Performing Arts - Art</i> 1.2.5.A.1	Recognize works of art and music as a reflection of societal values and beliefs.

Career Readiness, Life Literacies, and Key Skills

9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
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Career Ready Practices

CLKSP4	Demonstrate creativity and innovation.
CLKSP8	Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKSP9	Work productively in teams while using cultural/global competence.

Computer Science and Design Thinking

8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
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Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
 - Self-advocating when working on a task. Asking questions when not understanding.

- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in the classroom to take a break if needed.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work. I.e. pronunciation of words.
 - Being a good audience when others are presenting.
 - Celebrating successes of self and others.
- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Students provide positive feedback to others to support their learning.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules
 - When chosen to be team leader, delegating responsibilities to other group members.

Unit 2: Home, Sweet Home

Unit Overview

Students use the target language in the three modes of communication to demonstrate and apply their knowledge on community, prepositions, parts of the house, forming there is/there are (*hay*), forming “aqui” - here, and comparing Spanish and American houses. Students explore what their own culture may have in common with the target language culture. In conclusion, students create a skit using their 3D homes.

Interpretive Mode

Novice Mid learners Understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal Mode

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Presentational Mode

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Standards (NJSLs) Addressed in this Unit

Interpretive Mode

Students interpret authentic written/and or video websites, videos, songs, stories, short clips from movies and television that focus on community, prepositions, parts of the house, forming there is/there are (*hay*), forming “aqui”, and comparing Spanish and American houses.

7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
<p><u>Interpersonal Mode</u> Students establish spontaneous/unscripted short conversations with classmates, teachers and native target language speakers, in which they ask and answer questions about community, prepositions, parts of the house, forming there is/there are (<i>hay</i>), forming “aqui”, and comparing Spanish and American houses.</p>	
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one’s own region using memorized and practiced words, phrases, and simple, formulaic sentences.
<p><u>Presentational Mode</u> Students use memorized vocabulary about community, prepositions, parts of the house, forming there is/there are (<i>hay</i>), forming “aqui”, comparing Spanish and American house.</p>	
7.1NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Unit Specific Vocabulary

- Form- “aqui”
- Form- “hay”
- El, la, las, los
- casa, dormitorio,cocina,sala,comedor, baño,jardin,garaje, techo, tejado, pared, puerta, piso,mesa, sofa,lampara, chimenea, ventana, patio,silla, cama,televisor, refrigerador-nevera, horno, fregadero-lavamano, estante
- Izquierda, derecha, arriba, abajo
- Apartamento
- Yo vivo en...

Suggested Teaching Points

<u>New Jersey Student Learning Standards</u> <u>NJSLS-World Languages</u>	<u>Objectives</u>
7.1.NM.IPRET.1 7.1.NM.IPRET.4 7.1.NM.PRSNT.2	<ul style="list-style-type: none"> ● <i>Students will be able to identify the rooms of the house.</i> ● <i>Students will be able to identify furniture in a house.</i> ● <i>Students will be able to use the form “hay” and “aqui” appropriately. (¡Listos! La Casa)</i> ● <i>Students will be able to state what article (El, La, Las or Los) to use when using words to identify rooms and or items found in rooms. (¡Listos! La Casa) and teacher made material.</i>
7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3	<ul style="list-style-type: none"> ● <i>Students will be able to describe their homes in Spanish.</i> ● <i>Students will be able to tell locations of school rooms.</i> ● <i>Students will be able to describe their community and compare it to communities in Spanish speaking and other countries.</i>
7.1.NM.IPRET.3 7.1.NM.IPERS.4 7.1.NM.IPRET.2	<ul style="list-style-type: none"> ● <i>Students will be able to say where they live in Spanish.</i> ● <i>Students will be able to name the places in their community in Spanish.</i> ● <i>Students will be able to listen and respond with action to oral directions in Spanish.</i> https://www.youtube.com/watch?v=mya0Rq4o_y0 ● <i>Students will be able to read and follow written directions in Spanish.</i>
7.1.NM.IPRET.3 7.1.NM.IPERS.4 7.1.NM.PRSNT.5	<ul style="list-style-type: none"> ● <i>Students will be able to use prepositions of place to describe locations of objects.</i> ● <i>Students will be able to use a map to tell and give directions around school, and Sharp.</i> ● <i>Students will be able to use digital tools to outline and design a 3D dream house.</i> ● <i>Students will be able to say how many rooms are in their</i>

	<i>house in Spanish</i>
7.1NM.PRSNT.1	<ul style="list-style-type: none"> • <i>Students will be able to learn how to ask and respond to questions in Spanish.</i>
7.1NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 7.1.NM.IPERS.5	<ul style="list-style-type: none"> • <i>Students will be able to compare and contrast dwellings in the U.S., and Spanish speaking countries</i> • <i>Students will be able to identify differences between houses in Spanish countries compared to houses in the U.S.</i> • <i>Students will be able to imitate gestures and intonation of Spanish greeting with Native Speakers.</i>

Assessments

Possible Ongoing Assessments

- Listening activities
- Listening/ written quizzes: “Items in a home”/ ” Rooms in a home”/ “Prepositions”/ “Hay” and “Aqui”
- Class participation/discussion
- Teacher observation of pronunciation

Specific Assessments

- **Oral:** Teacher observes students engaging in conversation in which they tell about their homes. Students engage in conversation in which they discuss questions about community.
- **Written:** Students will write a list of rooms and furniture found in their home.
- **Class Participation:** Students will engage in class discussions.
- **Digital:** FlipGrid: <https://flipgrid.com/> - Students will record themselves speaking in Spanish, Students will read and answer questions involving vocabulary words, Quizizz - <https://quizizz.com/> - Students will complete online quizzes which assess a variety of Spanish topics.
- **Summative:** Teachers will assess students using a rubric for each individual assessment.
 - *Dream House/Family:* Students in peer groups will design and create a dream home in 3D. Students will use boxes, divide boxes into rooms, and furniture. Students in peer groups will create a skit, using the house they designed, in which a family member lost something. Each student will have to be a family member.

Core Instructional Materials

- [Rockalingua.com](https://www.rockalingua.com/) Song and Vocabulary
- [Quizlet.com](https://www.quizlet.com/) Vocabulary Flash Cards
- ¡Hola Mundo! ¡Hola Amigos! Audio and visual : Teacher and Student manual, student workbook)
- Google Translate : Spanish Dictionary
- Listos! Level A and/or B, Student Edition, Text book and Workbook

Mentor Texts

- The Most Beautiful Thing by Kao Kalia Yang

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extending the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Facial expressions and gestures that accompany oral language
- Varied grouping (individual/partner/small group/whole group)
- Heterogeneous ability pairing/grouping
- Multi-sensory approach (visual/auditory/tactile/kinesthetic)
- Alternative assignments/assessments (rubrics/checklists)
- Preferential seating
- Positive reinforcement
- Specific feedback
- Extended time for assignments
- Repeated directions
- 1:1 assistance when noted in IEP

Students at Risk

- Improvement plans within a set time frame
- Multi-sensory manipulatives
- Preferential seating
- Behavior chart to increase focus and work completion
- Sensory breaks
- Chromebook extensions
- Visualizing and verbalizing

English Language Learners

- Collaborate with English language teacher
- Preview content vocabulary visual clues (pictures)
- Use group projects rather than individual work
- Use of translation dictionaries to locate words in the native language
- Allow errors in speaking
- Reduce amount of work required
- Repeated directions
- Check for understanding
- Asking pointed questions
- Use of iPad for translation between English and Spanish
- Direct instruction of idioms with pictures
- Use of interactive English and Spanish vocabulary websites

Gifted and Talented

- Challenge questions and higher level thinking
- Reading in higher level spanish
- Encourage students to explore concepts in depth and encourage independent studies or investigations
- Allow gifted students to take an assessment before starting a new unit to see what information is already familiar to them

Students with 504 Plans

- Provide notes/outlines/study guides
- Extended time for assignments/assessments
- Leveled/supplemental materials/resources
- Break up material into smaller parts
- Advanced organizers
- Repeated review/drill
- Memory-aids

Interdisciplinary Connections

Speaking & Listening
SL.5.1.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Visual & Performing Arts - Art
1.2.5.A.1

Recognize works of art and music as a reflection of societal values and beliefs.

Career Readiness, Life Literacies and Key Skills

9.4.5.GCA.1

Analyze how culture shapes individual and community perspectives and points of view.

9.4.5.TL.3

Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Career Ready Practices

CLKSP4

Demonstrate creativity and innovation.

CLKSP8

Use technology to enhance productivity, increase collaboration and communicate effectively.

CLKSP9

Work productively in teams while using cultural/global competence.

Computer Science and Design Thinking

8.1.5.DA.3

Organize and present collected data visually to communicate insights gained from

different views of the data.

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
 - Self-advocating when working on a task. Asking questions when not understanding.
- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in the classroom to take a break if needed.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Students becoming the "expert" helper to support others in their work. I.e. pronunciation of words.
 - Being a good audience when others are presenting.
 - Celebrating successes of self and others.
- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Students provide positive feedback to others to support their learning.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules
 - When chosen to be team leader, delegating responsibilities to other group members.

Unit 3: All About Me

Unit Overview

Students use the target language in the three modes of communication to demonstrate and apply their knowledge on Earth Day. Students are provided with the opportunity to discuss how to make the world a better place. They complete the ¡Vacaciones! Project including weather and seasons in Spanish speaking countries, clothing - what to pack, pricing - currency exchange from US to a Spanish speaking country, and activities families enjoy while on vacation. Through this project, students will gain an understanding of the impact climate change is having on tourism in various destinations. In addition, students explore what their own culture may have in common with the target language culture.

Interpretive Mode

Novice Mid learners Understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal Mode

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Presentational Mode

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Standards (NJSLs) Addressed in this Unit

Interpretive Mode

Students interpret authentic written/and or video websites, videos, songs, stories, short clips from movies and television that focus on weather, clothing descriptions and pricing, numbers 0-100, Hispanic Birthday Traditions (*Quinceañera*), and family vacations.

7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in

	predictable culturally authentic materials.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
Interpersonal Mode Students establish spontaneous/unscripted short conversations with classmates, teachers and native target language speakers, in which they ask and answer questions about weather, clothing descriptions and pricing, numbers 0-100, Hispanic Birthday Traditions (<i>Quinceañera</i>), and family vacations.	
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
Presentational Mode Students use memorized vocabulary about weather, clothing descriptions and pricing, numbers 0-100, Hispanic Birthday Traditions (<i>Quinceañera</i>), and family vacations.	
7.1NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

Unit Specific Vocabulary

- La ropa
- Cuanta cuesta
- Numbers zero-million
- Vacaciones
- maleta
- primavera - spring
- verano - summer
- otoño - autumn
- invierno - winter
- yo necesito - I need
- viaje - trip
- carro - car ,
- avión - plane
- tren - train
- autobus - bus
- bici o bicicleta - bike
- me gusta - I like
- no me gusta - I don't like
- El Clima
- El turismo
- Cambio
- Impacto
- Paices

Suggested Teaching Points

<u>New Jersey Student Learning Standards</u> <u>NJSLS-World Languages</u>	<u>Objectives</u>
7.1NM.IPRET.1 7.1NM.IPRET.4 7.1.NM.IPRET.3 7.1.NM.IPERS.4	<ul style="list-style-type: none"> ● <i>Students will be able to identify the clothes for each season.</i> ● <i>Students will be able to review the colors in Spanish.</i> ● <i>Students will be able to count 1-1million and demonstrate comprehension found in culturally authentic material on global issues while researching the value of US currency compared to currency from Spanish Speaking countries.</i>
7.1.NM.IPERS.1	<ul style="list-style-type: none"> ● <i>Students will be able to understand descriptions of clothing items</i>

7.1.NM.IPERS.2 7.1.NM.IPRET.3	<p><i>and outfits when hearing them.</i></p> <ul style="list-style-type: none"> • <i>Students will be able to respond using the Spanish word for and with action (will pick out one article of clothing) when asked, “What clothing do you need to pack for summer, winter, spring, or autumn”, in Spanish.</i>
7.1.NM.PRSNT.3 7.1.NM.PRSNT.5 7.1.NM.IPERS.5 7.1.NM.PRSNT.2	<ul style="list-style-type: none"> • <i>Students will be able to make statements using “I need” / “yo necesito” in Spanish by stating which piece of clothing they need in a role play situation.</i> • <i>Students will be able to introduce themselves, use greeting, and leave-taking vocabulary while presenting ¡Vacaciones! project.</i>
7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.6 7.1.NM.PRSNT.1	<ul style="list-style-type: none"> • <i>Students will be able to write and describe the outfits of others.</i> • <i>Students will be able to identify what types of clothing they like to wear in certain weather.</i> • <i>Students will be able to explain how climate change impacts tourism to various areas.</i> • <i>Students will be able to use digital tools such as google slides, google docs or posters to present ¡Vacaciones! in a Spanish speaking country.</i> • <i>Students will be able to reflect with peers on the impact that climate change has on tourism for their chosen country.</i>
7.1.NM.IPERS.1 7.1.NM.IPERS.6	<ul style="list-style-type: none"> • <i>Students will be able to state and exchange brief messages about the climate of different Spanish Speaking Countries.</i>
7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 7.1.NM.PRSNT.6	<ul style="list-style-type: none"> • <i>Students will be able to share information about Spanish Speaking countries.</i> • <i>Students will be able to read and discuss important facts about the county they choose for their project, including the impact of climate change on tourism.</i>

Assessments

Possible Ongoing Assessments
<ul style="list-style-type: none"> • Listening activities • Listening/ written google forms : “Clothing”, “ Numbers 0-100”, La Casa slides • Class participation/discussion • Teacher observation of pronunciation • Project presentation to Native Spanish Speaking Panel of Parents - La Casa
Specific Assessments
<ul style="list-style-type: none"> • Oral: Teachers observe students engaging in conversations about the weather, what to wear during what season. • Written: Students will write and create a list of clothes for a family vacation. • Class Participation: Students will engage in class discussions. • Digital: FlipGrid: https://flipgrid.com/ - Students will record themselves speaking in Spanish,

Students will read and answer questions involving vocabulary words, Quizizz - <https://quizizz.com/>
- Students will complete online quizzes which assess a variety of Spanish topics. Students will review the main concepts and vocabulary from individual units.

- **Summative:** Teachers will assess students using a rubric for each individual assessment.
 - *Vacation Plan:* Students will with peers plan a vacation to a Spanish speaking country. Students with peers will create a poster of the town of their vacation. The poster will include at least 3 places to visit. The poster will include pictures and descriptions. Names of sites and directions will be given in Spanish during the presentation.

Core Instructional Materials

- [Rockalingua.com](https://www.rockalingua.com/) Song and Vocabulary
- [Quizlet.com](https://www.quizlet.com/) Vocabulary Flash Cards
- ¡Hola Mundo! ¡Hola Amigos! Audio and visual : Teacher and Student manual, student workbook)
- Google Translate : Spanish Dictionary
- Listos! Level A and/or B, Student Edition, Textbook and Workbook

Mentor Texts

- **Filipino Friends** by Liana Romulo
- Islandborn by Junot Díaz

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extending the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Facial expressions and gestures that accompany oral language
- Varied grouping (individual/partner/small group/whole group)
- Heterogeneous ability pairing/grouping
- Multi-sensory approach (visual/auditory/tactile/kinesthetic)
- Alternative assignments/assessments (rubrics/checklists)
- Preferential seating
- Positive reinforcement
- Specific feedback
- Extended time for assignments
- Repeated directions
- 1:1 assistance when noted in IEP

Students at Risk

- Improvement plans within a set time frame
- Multi-sensory manipulatives
- Preferential seating
- Behavior chart to increase focus and work completion
- Sensory breaks, chromebook extensions, visualizing and verbalizing

English Language Learners

- Collaborate with English language teacher
- Preview content vocabulary visual clues (pictures)
- Use group projects rather than individual work
- Use of translation dictionaries to locate words in the native language
- Allow errors in speaking
- Reduce the amount of work required
- Repeated directions
- Check for understanding
- Asking pointed questions
- Use of iPad for translation between English and Spanish
- Direct instruction of idioms with pictures
- Use of interactive English and Spanish vocabulary websites

Gifted and Talented

- Challenge questions and higher level thinking
- Reading in higher level spanish book
- Encourage students to explore concepts in depth and encourage independent studies or investigations
- Allow gifted students to take an assessment before starting a new unit to see what information is already familiar to them

Students with 504 Plans

- Provide notes/outlines/study guides
- Extended time for assignments/assessments
- Leveled/supplemental materials/resources
- Break up material into smaller parts
- Advanced organizers
- Repeated review/drill
- Memory-aids

Interdisciplinary Connections

<i>Visual & Performing Arts- Dance</i> 1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
<i>Visual & Performing Arts- Dance</i> 1.2.5.A.5	Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate
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	about possible solutions.
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.8	Propose ways local and global communities can engage digitally to participate in and promote climate action.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
9.4.5.TL.5	Collaborate digitally to produce an artifact.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.

Career Ready Practices

CLKSP9	Work productively in teams while using cultural/global competence.
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Computer Science and Design Thinking

8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
8.1.5.DA.4	Organize and present climate change data visually to highlight relationships or support a claim.
8.1.5.DA.5	Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
 - Self-advocating when working on a task. Asking questions when not understanding.
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in the classroom to take a break.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work. I.e. pronunciation of words.
 - Being a good audience when others are presenting.
 - Celebrating successes of self and others.
- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Students provide positive feedback to others to support their learning.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules
 - When chosen to be team leader, delegating responsibilities to other group members.