

Wayne

Township Public Schools

Grade 5

Spanish Curriculum

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Wayne Township Public School

District Curriculum

World Language: Grade 5

Subject: World Language-Spanish	Grade: 5	Unit: Every day Spanish
Trimester 1	Unit Time Frame: 11 weeks	
Instructional Materials:		
<p>Suggested Resources:</p> <ul style="list-style-type: none"> ● Wayne Township Public Schools 3-5 Spanish Website ● Rockalingua.com, an educational resource that combines music and technological interactivity to enhance the effectiveness of Spanish lessons ● Books showing the culture and target vocabulary ● Visuals for classroom actions and commands ● Spanish workbook ● Classroom based activities using technology tools ● Visuals for classroom actions and commands ● Games (matching, memory, guessing, bingo) ● Songs and videos in Spanish ● A-Z Kids Spanish ● Quizlet ● Kahoot 		
Goals:		Lesson Activities:
<ul style="list-style-type: none"> ● Greetings, farewells, introductions (Review from 4th grade and add short exchanges; What is your name?, How are you? How's it going? Have a good day, Have a nice weekend, How old are you?) ● Pablo Picasso and <i>Guernica</i> ● Daily routines (wake up, eat breakfast, go to school, have lunch, come home/get home, have dinner, go to sleep) ● Days of the week and months of the year (write the date including the year; When is your birthday?) ● Weather and Seasons (Review 4th grade weather words and apply the vocabulary to ask and answer questions). ● How climate change affects rural Spain ● The earth (how to add 3rs in daily life; reduce, reuse and recycle) 		<p>Students will</p> <ul style="list-style-type: none"> ● Review basic vocabulary and sentences structure ● Review basic phrases for greeting another person and introducing yourself, and ways to say good-bye ● Give the complete date in Spanish ● State a complete birthdate ● Identify daily routine in Spanish ● Identify the weather in Spanish ● Identify the seasons in Spanish ● Identify how the climate change affect rural Spain ● Identify daily life activities ● Introduce reduce, reuse and recycle ● Use Rockalingua as appropriate

Wayne Township Public School

District Curriculum

World Language: Grade 5

New Jersey Student Learning Standards and Descriptors

[New Jersey Student Learning Standards for World Languages](#) **Standard 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.

Interpersonal Mode of Communication

CPI #7.1 A Cumulative Progress Indicator (CPI) Strand A: Interpretive Mode

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.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.

CPI #7.1B Cumulative Progress Indicator (CPI) Strand B: Interpersonal Mode

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.

7.1.NM.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.

CPI #7.1C Cumulative Progress Indicator (CPI) Strand C: Presentational Mode

7.1.NM.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

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

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.

[New Jersey Student Learning Standards for English Language Arts, Speaking and Listening, Grade 5](#)

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. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Wayne Township Public School

District Curriculum

World Language: Grade 5

[New Jersey Student Learning Standards for Social Studies](#)

Holocaust Mandate

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

[New Jersey Student Learning Standards for Science](#)

ESS3.C: Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.

[New Jersey Learning Standards for Visual and Performing Arts](#)

1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.

1.5.5.Pr5a: Prepare and present artwork safely and effectively

1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.

1.5.5.Re7b: Analyze visual arts including cultural associations.

1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.

1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.

[New Jersey Student Learning Standards Career Readiness, Life Literacies and Key Skills](#)

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Wayne Township Public School
District Curriculum
World Language: Grade 5

Unit Essential Questions:	Student Vocabulary:	Lesson Learning Statement/Objectives
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can increasing my Spanish vocabulary make my communication more effective? ● How can I use verbal and physical communication skills to effectively converse in Spanish? ● How do weather and climate change impact the lives of those in Spanish speaking countries? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Learning a new language is a process and on-going. ● Part of effective communication is listening to and processing language. ● Climate change is impacting the world in many ways. 	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Review 4th grade and add: ¿Qué tal?, ¿Cómo estás?, ¿Cómo te sientes? ● ¿Cómo te llamas?, ¿De dónde eres?, ¿Dónde vives? ● Me levanto, desayuno, voy a la escuela, voy a la casa, estudio, ceno, leo y me acuesto a las __ ● ¿Qué día de la semana es hoy? Hoy es ____ lunes, martes, miércoles, ____ de ____ (month) del 2020/2021 ● ¿Cuándo es tu cumpleaños? ● ¿Qué tiempo hace hoy? ● ¿Cuántas estaciones hay en un año?, ¿Como se llaman las cuatro estaciones en español?, ¿En qué estación hay muchas flores?, ¿En qué estación hace más frío? ● ¿Como cambia el clima en las zonas rurales de España? ● ¿Como podemos reciclar, reducir y reusar? 	<ol style="list-style-type: none"> 1. Students will authentically use greetings and farewells in the classroom with their classmates. 2. Students will continue to use and communicate personal needs and feelings to others. 3. Students will begin learning to express time frames. 4. Students will internalize and communicate using memorized words and phrases. 5. Students will respond verbally, applying Spanish vocabulary when asked questions about weather and seasons. 6. Students will respond to very familiar questions about themselves, school friends and family. 7. Students will continue to develop interpretive skills (listening and responding physically - TPR).

Wayne Township Public School

District Curriculum

World Language: Grade 5

Interdisciplinary Concepts:	Assessment Strategies / Resources:	Benchmark Assessments / Products:
<p>ELA - Students will compare the proper way to write dates in Spanish and English</p> <p>Science - Students will discuss weather and climate change in hispanic countries.</p> <p>Math - Students will identify and apply Spanish terms for numbers and dates.</p> <p>Technology - Students will be able to apply the vocabulary and terms previously learned through interactive play in Rockalingua and the Wayne Spanish website.</p>	<p>Formative Assessment strategies will provide data during the instructional process. The following are examples of strategies that may be used during lessons:</p> <ul style="list-style-type: none"> ● Observations ● Entrance/Exit slips ● Graphic Organizers ● Peer/Self Assessment ● Think Pair Share ● Question and answer (orally/written) ● Journals ● Performance tasks ● Teacher-created Tests ● Complete written worksheet ● A-Z Kids in Spanish ● Kahoot ● Quizlet ● Checklists ● Hand signals to show understanding ● 4 corners 	<p>Summative:Teacher observation of students' oral presentation of climate change, the weather in Spanish.</p> <p>Benchmark: Students will engage in a conversation with a partner during which each will share information and respond.</p> <p>Formative :(See Left), and TPR Games</p> <p>Alternative: Options may include, students acting out commands given in Spanish from teacher or song (TPR), recognizing vocabulary, and independent worksheets.</p>

Technology Integration / Career and Workplace Skills:

ISTE Standards for Students

1.3a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

1.6a: Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

1.6d: Students publish or present content that customizes the message and medium for their intended audiences.

Career Readiness Practices

CRP1. Act as a responsible and contributing community member and employee.

CRP4. Demonstrate creativity and innovation.

CRP8. Use technology to enhance productivity, increase collaboration, and communicate effectively.

CRP9. Work productively in teams while using cultural/global competence.

WIDA ELD Standards

Social and Instructional Language: ELD Standard 1

Wayne Township Public School
District Curriculum
World Language: Grade 5

Modifications for Special Education Students, English Language Learners, At-Risk, 504, and Gifted Students:

Modifications can be specific to the student's IEP if applicable.

Suggested modifications:

- Personalized examples
- No penalty for spelling errors/handwriting
- Use manipulatives
- Hands on experiences
- Preferential seating
- Review of directions
- For assessments: simplify directions/rephrase test questions
- Oral assessment
- Teacher modeling
- Choice to work with others or alone

Gifted/Advanced Students:

- Students will use additional vocabulary when appropriate.
- Students will create longer dialogues
- Students will be given a more in-depth summative assessment.
- Student centered activities
- Cooperative grouping
- Additional independent activities for higher leveled learners
- Additional questioning/discussion techniques

Additional Differentiation Strategies:

- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)
- [Differentiation Strategies for Students with a 504](#)

Wayne Township Public School

District Curriculum

World Language: Grade 5

Subject: World Language-Spanish	Grade: 5	Unit: All About My Day
Trimester 2	Unit Time Frame: 12 weeks	
Instructional Materials:		
<p>Suggested Resources:</p> <ul style="list-style-type: none"> ● Wayne Township Public Schools 3-5 Spanish Website ● Rockalingua.com, an educational resource that combines music and technological interactivity to enhance the effectiveness of Spanish lessons ● Books showing the culture and target vocabulary ● Visuals for classroom actions and commands ● Spanish workbook ● Classroom based activities using technology tools ● Visuals for classroom actions and commands ● Games (matching, memory, guessing, bingo) ● Songs and videos in Spanish ● A-Z Kids Spanish ● Quizlet ● Kahoot 		
Goals:		Lesson Activities:
<ul style="list-style-type: none"> ● Clothes and places (relationship between clothes, places and weather using the verb “to put on” in Spanish) ● Thanksgiving (dia de accion de gracias) ● Numbers (how to say the numbers 0-100 and how to tell the time with ser in Spanish) ● Parts of the body (learn additional terms for the human body in Spanish) ● Descriptions (use the adjectives to describe people and body parts in Spanish) 		<ul style="list-style-type: none"> ● Utilize the <i>Gracias</i> activity from Rockalingua to answer questions about the Thanksgiving holiday and its meaning for each student. ● Identify clothes, places and weather ● Identify the number of objects in a group in Spanish ● Tell time in Spanish ● Identify and describe multiple body parts ● Use body part vocabulary to identify and create atypical individuals (monstruos) ● Use the basic grammatical structure of masculine/feminine to describe individuals and objects ● Use of Rockalingua as appropriate

Wayne Township Public School

District Curriculum

World Language: Grade 5

New Jersey Student Learning Standards and Descriptors:

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CPI #7.1 A Cumulative Progress Indicator (CPI) Strand A: Interpretive Mode

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

CPI #7.1B Cumulative Progress Indicator (CPI) Strand B: Interpersonal Mode

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

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7.1.NM.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.

CPI #7.1C Cumulative Progress Indicator (CPI) Strand C: Presentational Mode

7.1.NM.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.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.

[New Jersey Student Learning Standards for English Language Arts, Speaking and Listening, Grade 5](#)

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. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

[New Jersey Student Learning Standards for Social Studies](#)

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Wayne Township Public School

District Curriculum

World Language: Grade 5

[New Jersey Student Learning Standards Career Readiness, Life Literacies and Key Skills](#)

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Unit Essential Questions:	Student Vocabulary:	Lesson Learning Statement/Objectives:
<p>Essential Questions</p> <ul style="list-style-type: none"> ● How does speaking about fashion and appearance enhance my ability to appreciate the differences among people? ● How does the use and function of verbs and adjectives differ among languages? <p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Precision of language is important for effective communication. ● Learning how to use descriptors will allow me to communicate more efficiently with people from various Spanish speaking cultures. 	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● La camisa, la camiseta, el suéter, la bufanda, los pantalones, el abrigo, las chanclas, los calcetines, los guantes, la chaqueta, los zapatos, las zapatillas, las botas, el gorro, el chándal, los pantalones cortos, las sudaderas, las sandalias, llevar, ponerse ● Uno, dos tres, cuatro, cinco seis, siete, ocho nueve, diez, once, doce, trece, catorce, quince, veinte, treinta, cuarenta, cincuenta, sesenta, setenta, ochenta, noventa, ciento ● El pelo, la cabeza, el cuello, la garganta, los hombros, los brazos, los dedos, los manos, la espalda, la barriga, las piernas, las rodillas, los pies, los dedos de pies, la cara, los ojos, la nariz, la oreja, la boca, los labios, los dientes, la lengua, la frente ● Corto, flaco, guapo, feo, alto, bajo, fuerte, independiente, inteligente, popular, fácil, difícil 	<ol style="list-style-type: none"> 1. Students will respond to questions about thankfulness and explain rationale in limited phrases. 2. Students will internalize and communicate using memorized words and phrases. 3. Students will respond verbally, applying Spanish vocabulary when asked questions about weather and clothing choices. 4. Students will respond to questions about the number of objects in a given situation or visual. 5. Students will continue to develop interpretive skills (listening and responding physically - TPR). 6. Students will describe photos or sketches of various people or animals using the appropriate number and name of body parts. 7. Students will describe individuals, differentiating between male and female (masculine and feminine.)

Wayne Township Public School

District Curriculum

World Language: Grade 5

Interdisciplinary Concepts:	Assessment Strategies / Resources:	Assessments / Products:
<p>ELA - Using descriptive language to foster communication when speaking and listening</p> <p>Social Studies - Comparison of USA Thanksgiving and celebrations (or the lack of) in Hispanic countries.</p> <p>Math - Numbers in this chapter for description</p> <p>Art - Draw your own animal or yourself playing a sport or a musical instrument</p>	<p>Formative Assessment strategies will provide data during the instructional process. The following are examples of strategies that may be used during lessons:</p> <ul style="list-style-type: none"> ● Observations ● Graphic Organizers ● Peer/Self Assessment ● Think Pair Share ● Question and answer (orally/written) ● Performance tasks ● Complete written worksheet ● Checklists ● 4 corners 	<p>Summative: Teacher observation of students' oral presentation of the "Fantastic Beast" they have created.</p> <p>Benchmark: Students will recognize a classmate through description of characteristics and/or clothing.</p> <p>Formative: See left and TPR activities</p> <p>Alternative: Students will describe an animated character.</p>

Technology Integration / Career and Workplace Skills:

ISTE Standards for Students

- 1.3a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 1.6a: Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- 1.6d: Students publish or present content that customizes the message and medium for their intended audiences.

Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP4. Demonstrate creativity and innovation.
- CRP8. Use technology to enhance productivity, increase collaboration, and communicate effectively.

WIDA ELD Standards

Social and Instructional Language: ELD Standard 1

**Wayne Township Public School
District Curriculum
World Language: Grade 5**

Modifications for Special Education Students, English Language Learners, At-Risk, 504, and Gifted Students:

Modifications can be specific to the student's IEP if applicable.

Suggested modifications:

- Personalized examples
- Use manipulatives
- Hands on experiences
- Preferential seating
- Review of directions
- For assessments: simplify directions/rephrase test questions
- Oral assessment
- Dictated assessment
- Teacher modeling
- Choice to work with others or alone

Gifted/Advanced Students:

- Students will use additional vocabulary when appropriate.
- Students will create longer dialogues
- Students will be given a more in-depth summative assessment.
- Students will not have access to their notes during assessments and will be expected to also spell the words correctly.
- Student centered activities
- Cooperative grouping
- Additional independent activities for higher leveled learners
- Additional questioning/discussion techniques

Additional Differentiation Strategies:

- [Differentiation Strategies for Special Education Students](#)
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- [Differentiation Strategies for Students with a 504](#)

Wayne Township Public School

District Curriculum

World Language: Grade 5

Subject: World Languages-Spanish	Grade: 5	Unit: Culture
Trimester 3	Unit Time Frame: 12 weeks	
Instructional Materials:		
<p>Suggested resources:</p> <ul style="list-style-type: none"> ● Wayne Township Public Schools 3-5 Spanish Website ● Rockalingua.com, an educational resource that combines music and technological interactivity to enhance the effectiveness of Spanish lessons ● Books showing the culture and target vocabulary ● Visuals for classroom actions and commands ● Spanish workbook ● Classroom based activities using technology tools ● Visuals for classroom actions and commands ● Games (matching, memory, guessing, bingo) ● Songs and videos in Spanish ● A-Z Kids Spanish ● Quizlet ● Kahoot 		
Teaching/Learning Activities:		Lesson Activities:
<ul style="list-style-type: none"> ● Professions in Spanish ● Spanish speaking countries ● Celebrations (cumpleaños-birthdays , cinco de mayo, día de la independencia-independence day) ● Planning <i>una fiesta de Cinco de Mayo</i> ● Foods and meals (traditional meals in the Spanish speaking countries) ● Review (all topics) 		<ul style="list-style-type: none"> ● Identify a variety of professions in Spanish ● Discuss the number of Spanish-speaking countries ● Watch the <i>Spanish-speaking Countries and Incredible Facts</i> video ● Recognize Spanish speaking countries through their culture ● Create a multimedia presentation (powerpoint, slides, etc.) on the food of one Hispanic country ● Play the video on <i>Cinco de mayo</i> (available on the website) to familiarize students with the holiday. ● Create a Piñata ● Bingo integrating the vocabulary for the various cultural topics ● Use of Rockalingua as appropriate

Wayne Township Public School

District Curriculum

World Language: Grade 5

New Jersey Student Learning Standards and Descriptors

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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.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

CPI #7.1B Cumulative Progress Indicator (CPI) Strand B: Interpersonal Mode

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.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

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.

CPI #7.1C Cumulative Progress Indicator (CPI) Strand C: Presentational Mode

7.1.NM.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.

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[New Jersey Student Learning Standards for English Language Arts, Speaking and Listening, Grade 5](#)

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. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

[New Jersey Student Learning Standards for Social Studies](#)

6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

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[New Jersey Student Learning Standards Career Readiness, Life Literacies and Key Skills](#)

- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Unit Essential Questions:	Student Vocabulary:	Lesson Learning Statement/Objectives:
<p>Essential Questions</p> <ul style="list-style-type: none"> ● What information is useful when determining a potential career path? ● How do universal questions about life and careers connect people? ● How can my knowledge of Spanish traditions enhance my understanding of Spanish cultures? <p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Embracing cultural differences help to form a sense of community. ● Cultural values are revealed in traditional holidays, food and celebrations in Hispanic countries. ● Cultures often have celebrations around significant historical and/or political events. 	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Profesiones: cocinero, carpintero, bombero, piloto, cartero, médico, bailarina, dentista, maestro, peluquero, arquitecto, mecánico. ● Hay veintiún países donde hablan español. ● Mi cumpleaños es... ● Comida, capital, música, día de la independencia. ● El cinco de mayo se celebra.... 	<ol style="list-style-type: none"> 1. Students will identify various professions in Spanish. Students will be able to recognize the components of different Hispanic celebrations. 2. Students will be knowledgeable about the prevalence of Spanish language and culture around the world. 3. Students will be able to identify culturally authentic Hispanic food and celebrations. 4. Students will improve their fluency with relevant vocabulary and phrases.

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Interdisciplinary Concepts:	Assessment Strategies /Resources:	Assessment Evidence:
<p>ELA- Engage in productive discussions with classmates about relevant topics.</p> <p>Social Studies - Students will identify and begin to appreciate cultural similarities and differences.</p> <p>Technology - Research on the countries to learn about economic/social concerns</p>	<p>Formative Assessment strategies will provide data during the instructional process. The following are examples of strategies that may be used during lessons:</p> <ul style="list-style-type: none"> ● Observations ● Graphic Organizers ● Peer/Self Assessment ● Think Pair Share ● Question and answer (orally/written) ● Performance tasks ● Complete written worksheet ● Checklists 	<p>Summative: Create a poster detailing one of the Hispanic countries and present that creation in the target language.</p> <p>Benchmark: Outline the items needed for a party using appropriate vocabulary.</p> <p>Formative: (See left), TPR Games</p> <p>Alternative: Create a pinata</p>

Technology Integration / Career and Workplace Skills:

ISTE Standards for Students

- 1.3a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 1.6a: Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- 1.6d: Students publish or present content that customizes the message and medium for their intended audiences.

Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP2. Attend to financial well-being
- CRP4. Demonstrate creativity and innovation.
- CRP8. Use technology to enhance productivity, increase collaboration, and communicate effectively.
- CRP9. Work productively in teams while using cultural/global competence.

New Jersey Student Learning Standards for Computer Science and Design Thinking

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

WIDA ELD Standards

- Social and Instructional Language:* ELD Standard 1
- The Language of Social Studies:* ELD Standard 5

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Modifications for Special Education Students, English Language Learners, At-Risk, 504, and Gifted Students:

Modifications can be specific to the student's IEP if applicable.

Suggested modifications:

- Personalized examples
- No penalty for spelling errors/handwriting
- Use manipulatives
- Hands on experiences
- Preferential seating
- Review of directions
- For assessments: simplify directions/rephrase test questions
- Oral assessment
- Dictated assessment
- Teacher modeling
- Choice to work with others or alone

Gifted/Advanced Students:

- Students will use additional vocabulary when appropriate.
- Students will create longer dialogues
- Students will be given a more in-depth summative assessment.
- Students will not have access to their notes during assessments and will be expected to also spell the words correctly.
- Student centered activities
- Cooperative grouping
- Additional independent activities for higher leveled learners
- Additional questioning/discussion techniques

Additional Differentiation Strategies:

- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)
- [Differentiation Strategies for Students with a 504](#)