

GREEN TOWNSHIP SCHOOL DISTRICT



Content Area: World Language (Spanish)

Course/Grade Level: Grades 3-5

Curriculum Committee Members:

Christine Malloy

Carmita Mongrella

Ann Marie VanSickle

Kristen Waters

Tri-District WL Team Members

Principal:

Jon Paul Bollette

Board Approval Date:

{Fill in when known}



World Language Curriculum Grade Levels 3 - 5

Mission & Vision Statements:

World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- 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.

Proficiency Expectations:

“The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.”

Novice Mid Learners (Students beginning a World Language program in Gr. K-2): Students **continuing** a course of study in a World Language in Grades 3 - 5 are expected to perform at a Novice-Mid level. Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community. This level is characterized by the ability to understand and communicate at the word, phrase, and simple sentence level and being able to independently identify and recognize memorized words and phrases that bring meaning to text. Learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, and state needs and preferences. They have no real functional abilities and, therefore, cannot participate in true exchanges of



World Language Curriculum Grade Levels 3 - 5

information. Also, learners at this level 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.

Novice Low Learners (Students beginning a World Language program in Gr 3-5): The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency. Students **beginning** a course of study in a World Language in Grades 3- 5 will focus on identifying a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts. Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.



World Language Curriculum Grade Levels 3 - 5

Key Performance and Benchmark Tasks/Assessments

Students will be assessed across the units and year in a variety of ways. Formative assessments will be used to gauge student understanding during the course of instruction. Summative assessments will be given to gauge student understanding of concepts or units. Benchmark assessments will gauge understanding of multiple standards at set points during the year. Alternative assessments will be available as needed depending on a student's IEP, 504 or other reason as determined by the teacher.

Below are general examples of assessments that teachers may utilize across all of the units. Assessments or graded projects specific to a particular unit will be identified in the unit. Because World Languages involves three different modes of communication, types of assessments for each mode are noted below.

Resources for help in creating assessments

https://carla.umn.edu/assessment/vac/CreateUnit/p_1.html

Assessments other than paper & pencil tests See link for more info:

http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

<i>Interpretive Mode of Communication</i>	<i>Interpersonal Mode of Communication</i>	<i>Presentational Mode of Communication</i>
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Formative assessments: <ul style="list-style-type: none"> ● Students demonstrate through oral and written participation in class their level of proficiency and understanding. ● Exit tickets (Google slides) ● Interactive quizlets & Kahoots. 	Formative assessments: <ul style="list-style-type: none"> ● Students will demonstrate the ability to use the target language in verbal and written modes during interactions (e.g. greetings when entering the classroom) 	Formative assessments: <ul style="list-style-type: none"> ● Google Docs ● Drafts of Google slides to be used for a summative assessment
Summative Assessments: <ul style="list-style-type: none"> ● Teacher created tests and quizzes 		



World Language Curriculum Grade Levels 3 - 5

- Projects relevant to the current unit.
- Rubrics created to evaluate teacher and student determined criteria for presentations.

Benchmark Assessments:

- Teacher-created benchmark assessments to be given periodically during the year.

Alternative Assessments:

- Teacher modifies tests, quizzes and projects based on student needs.
- Oral assessments administered in place of written when necessary.

Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with *ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students*.

The attached worksheets can be printed ahead of each unit during the planning phase to help the teacher plan for the needs of particular students in each class, allowing for differentiation per unit and per year. The worksheets contain suggested accommodations and modifications for Content & Material, Student Organization, Instructional Strategies, Assessments, Attention/Focus, Written Language, and Social/Behavioral.

[Link to World Language Accommodations and Modifications Document](#)

Additional Resources for to Support Planning & Instruction

NJDOE 2020 World Languages Standards Document

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf>

ACTFL Appendices links

<https://www.actfl.org/learn/program-review-services>



World Language Curriculum Grade Levels 3 - 5

ACTFL Standards alignment to Common Core ELA

<https://www.actfl.org/sites/default/files/caep/AppendixBAlignmentCommonCoreStateStandards.pdf>

ACTFL Performance Descriptors for Language Learners

<https://www.actfl.org/resources/actfl-performance-descriptors-language-learners>

Interpersonal Perf. Desc.: https://www.actfl.org/sites/default/files/publications/ACTFLPerformance_Descriptors-Interpersonal.pdf

Interpretive Perf Desc

https://www.actfl.org/sites/default/files/publications/ACTFLPerformance_Descriptors-Interpretive.pdf

Presentational

https://www.actfl.org/sites/default/files/publications/ACTFLPerformance_Descriptors-Presentational.pdf

ACTFL Proficiency Guidelines

<https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf>



World Language Curriculum Grade Levels 3 - 5

UNITS OF STUDY

Grade 3	Grade 4	Grade 5
Unit 1: Time in the Spanish World p. 7	Unit 1: All About Numbers p. 23	Unit 1: Our Class & Family Routines p. 39
Unit 2: Seasons Around the World p. 12	Unit 2: Clothing, Culture & Seasons p. 28	Unit 2: My Community & Interests p. 46
Unit 3: School Around the World p. 17	Unit 3: My House & My Room p. 34	Unit 3: My Digital Vacation p. 53



World Language Curriculum Grade Levels 3 - 5

Grade 3

G3 Unit 1: Time in the Spanish World	Pacing: 10 weeks
<p>Unit Summary: In this unit, students will expand their ability to count numbers by reaching 59. The introduction of vocabulary will include words associated with telling time, units of time, and the various phases of a day. Culture will be integrated into this unit as students examine how the value of time is contingent on numerous cultural factors.</p>	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do different cultures value time? 2. How can one tell time using the target language? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

New Jersey Student Learning Standards	Student Learning Objectives	World Language Practices
<p>7.1.5.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.</p> <p>7.1.5.NM.IPRET.2 Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.5.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.5.NM.IPERS.1 Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.5.NM.IPERS.5 Imitate gestures and intonation of the</p>	<p>In addition to the performance expectations from the standards, students will be able to:</p> <ul style="list-style-type: none"> • Recognize how different cultures value time based on daytime rituals and general social etiquette. • Engage in interactive time-telling activities where students respond to questions, report back, ask for clarifications, and write the times discussed. <i>(Grade 3 students learn to tell time to the nearest minute.)</i> • Memorize the vocabulary necessary to converse about the time of day. 	<p>Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>Cultures: Learners use the language to investigate, explain and reflect on the practices, products and perspectives of the cultures studied.</p> <p>Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized</p>



World Language Curriculum Grade Levels 3 - 5

<p>target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p>7.1.5.NM.PRSNT.1 Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.5.NM.PRSNT.2 State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.5.NM.PRSNT.3 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits</p> <p>7.1.5.NM.PRSNT.4 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.5.NM.PRSNT.5 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<ul style="list-style-type: none"> ● Compare and contrast the manner in which different cultures value time. ● Create an analog clock that includes a time that is important to the student to eventually engage in target-culture dialogue about this time. 	<p>world.</p> <p>Connections: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>
--	--	--

Interdisciplinary Connections

English-Language Arts

- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- NJSLA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 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.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.



World Language Curriculum Grade Levels 3 - 5

- D. Explain their own ideas and understanding in light of the discussion.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Career Readiness, Life Literacies & Key Skills

- 9.4.5.GC.1 Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines and cultures to answer questions.

Mathematics

- 3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

G3 Unit 1: Core Unit Content

<i>Key Skills</i>	<i>Culture</i>	<i>Vocabulary</i>	<i>Grammar Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Class Routines <input type="checkbox"/> Tell time to the nearest minute <input type="checkbox"/> Cultural Understanding 	<ul style="list-style-type: none"> <input type="checkbox"/> How the concept of time varies from culture to culture <input type="checkbox"/> Siesta Spain 	<ul style="list-style-type: none"> <input type="checkbox"/> Numbers 1-59 <input type="checkbox"/> Morning, Afternoon, Evening <input type="checkbox"/> Midnight/Midday <input type="checkbox"/> Today, Tomorrow, Yesterday 	<ul style="list-style-type: none"> <input type="checkbox"/> Linguistic/Syntax <input type="checkbox"/> Prepositions

G3 Unit 1: Instructional Materials & Resources

<p>Core Instructional Materials</p> <ul style="list-style-type: none"> ● Teacher created materials ● Time Video: 60 Minutes ● Rockalingua ● Various listening act: Mcgraw Hill 	<p>Supplemental Instructional Materials</p> <ul style="list-style-type: none"> ● Google Classroom ● Flipgrid ● Resources from Dominican Republic (difference between meanings “now” and “right now”)
---	--



World Language Curriculum Grade Levels 3 - 5

G3 Unit 1 Assessments

See link for help in creating assessments

https://carla.umn.edu/assessment/vac/CreateUnit/p_1.html

Assessments other than paper & pencil tests See link for more info: http://education.qmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

<i>Interpretive Mode of Communication</i>	<i>Interpersonal Mode of Communication</i>	<i>Presentational Mode of Communication</i>
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<p>Formative assessments:</p> <ul style="list-style-type: none"> ● Students will demonstrate the ability to verbalize time to the minute in the Target language. ● Students will be able to accurately listen to a native speaker tell time in the target language. ● Thumbs up/thumbs down ● Stop/Go ● Exit/Entrance Ticket ● Whiteboards ● Four corners ● Sequence cards ● Mini quizzes ● Student self assessment ● Summary of learning checks. ● Reading/listening comprehension checks 	<p>Formative assessments:</p> <ul style="list-style-type: none"> ● Students will demonstrate the ability to tell time to the minute in the target language. ● Students will be able to ask one another “What time is it?” in the target language in a non-structured setting and share information with others. 	<p>Formative assessments:</p> <p>Students will be able to share with a group “What time is it?” in a structured setting.</p> <p>Performance of Songs/Chants</p> <ul style="list-style-type: none"> ● Role Playing ● Present idea/Concept ● Speaking Entrance/Exit ● Singing ● Reciting Chants/Songs
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Completion of “What time is it?” Activity. 		



World Language Curriculum Grade Levels 3 - 5

Alternative Assessments:

- Flip Grid
- Oral Proficiency Exam
- Written Exam

G3 Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Link to World Language Accommodations and Modifications Document](#)



World Language Curriculum Grade Levels 3 - 5

Gr 3 Unit 2: Seasons Around the World	Pacing: 10 weeks
<p>Unit Summary: The topic of climate change will emerge in this unit through connections to seasons and weather in countries from the target language. Students will compare and contrast the seasons in North America and Spanish-speaking countries. For interpersonal purposes, the students will exchange preferences for climate through a variety of weather questions and expressions.</p>	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How are the seasons in Sussex County different from the seasons in the Spanish-speaking world? 2. How does climate change impact different seasons? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

New Jersey Student Learning Standards	Student Learning Objectives	World Language Practices
<p>7.1.5.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.</p> <p>7.1.5.NM.IPRET.2 Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.5.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.5.NM.IPERS.1 Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.5.NM.IPERS.2 Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast the seasons in North America and Spanish-speaking countries. • Describe weather with the appropriate memorized words and phrases. • Distinguish between the seasonal changes as they occur in various regions from the native and target cultures. • Illustrate seasons with images and labels that accurately correspond to that time of year. • Match a season with an activity of that nature. 	<p>Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>Connections: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>



World Language Curriculum Grade Levels 3 - 5

sentences practiced in class.

7.1.5.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.

7.1.5.NM.PRSNT.1 Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes

7.1.5.NM.PRSNT.2 State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

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

7.1.5.NM.PRSNT.4 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.5.NM.PRSNT.6 Name and label tangible cultural products associated with climate change in the target language regions of the world.

- Express a favorite day of the week or season of the year.

Interdisciplinary Connections

English-Language Arts

- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 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.



World Language Curriculum Grade Levels 3 - 5

- B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- D. Explain their own ideas and understanding in light of the discussion.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Career Readiness, Life Literacies & Key Skills

- 9.4.5.GC.1 Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines and cultures to answer questions.

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.3 Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- 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.GeoHE.3 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- 6.1.5.GeoGI.4 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconGE.4 Compare and contrast how the availability of resources affects people across the world differently.

G3 Unit 2: Core Unit Content

<i>Key Skills</i>	<i>Culture</i>	<i>Vocabulary</i>	<i>Grammar Concepts</i>
<input type="checkbox"/> Describe weather in the target language <input type="checkbox"/> Understand weather patterns associated with each season and describe	<input type="checkbox"/> How has global warming affected the highest peaks of South America? <input type="checkbox"/> Seasons beyond NJ	<input type="checkbox"/> Seasons <ul style="list-style-type: none"> <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Fall <input type="checkbox"/> Hace Frio <input type="checkbox"/> Hace Calor	<input type="checkbox"/> Noun Development <input type="checkbox"/> Ser <input type="checkbox"/> Verb Development <input type="checkbox"/> Feminine Masculine



World Language Curriculum Grade Levels 3 - 5

		<input type="checkbox"/> Esta nevando <input type="checkbox"/> Hace viento <input type="checkbox"/> Hace Sol	
--	--	--	--

G3 Unit 2: Instructional Materials & Resources

Core Instructional Materials <ul style="list-style-type: none"> Teacher created materials Basho and Friends Seasons Rockalingua - various Calico Spanish 	Supplemental Instructional Materials <ul style="list-style-type: none"> Google Classroom Flipgrid
---	--

G3 Unit 2: Assessments

<i>Interpretive Mode of Communication</i>	<i>Interpersonal Mode of Communication</i>	<i>Presentational Mode of Communication</i>
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Formative assessments: <ul style="list-style-type: none"> Worksheets Graphic Organizers Thumbs up/thumbs down Stop/Go Exit/Entrance Ticket Whiteboards Four corners Sequence cards 	Formative assessments: <ul style="list-style-type: none"> Students will demonstrate the ability to listen and describe family in the target language.. Spontaneous speaking Speed Speaking Think Pair Share Cold Calls 	Formative assessments: <ul style="list-style-type: none"> Role Playing Present idea/Concept



World Language Curriculum Grade Levels 3 - 5

- Mini quizzes
- Student self assessment
- Summary of learning checks

Summative Assessments:

- Rubric used to evaluate students' presentation of the Weather portion of the news.
- Letter to a friend
- Performance Tasks
- Oral Proficiency Assessment
- Word identification assessments

Alternative Assessments:

Written News

- Oral Proficiency Questions
- Contextualized Assessments
- Group Projects

G3 Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Link to World Language Accommodations and Modifications Document](#)



World Language Curriculum Grade Levels 3 - 5

G3 Unit 3: School Around the World	Pacing: 10 weeks
<p>Unit Summary: To begin this unit, students will review the vocabulary for colors and classroom objects. Moving forward, they will utilize this knowledge to create shapes out of classroom objects. For a culminating presentational project, they will then design a school uniform using various geometric shapes and colors labeled with the appropriate verbiage from the target language.</p>	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How is school similar and different in the Spanish-speaking culture? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Learners recognize and identify a few typical practices of the target culture. ● Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

New Jersey Student Learning Standards	Student Learning Objectives	World Language Practices
<p>7.1.5.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.</p> <p>7.1.5.NM.IPRET.2 Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.5.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.5.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.5.NM.IPERS.1 Request and provide information by asking and answering simple, practiced questions, using</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Review the colors learned in previous courses as a means to expand the vocabulary usage. ● Assemble a shape out of classroom objects and describe the shape with accurate words and phrases from the target language. ● Compare and contrast the way that school supplies are purchased, treated, and stored in the native and target cultures. ● Design a school uniform using various geometric shapes and colors labeled with the appropriate verbiage from the target language. <i>(See Gr. 3</i> 	<p>Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p>Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>Connections: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied</p>



World Language Curriculum Grade Levels 3 - 5

<p>memorized words and phrases.</p> <p>7.1.5.NM.IPERS.2 Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.5.NM.PRSNT.1 Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes</p> <p>7.1.5.NM.PRSNT.2 State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.5.NM.PRSNT.3 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits</p> <p>7.1.5.NM.PRSNT.4 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.5.NM.PRSNT.5 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p><i>Math standards listed in Interdisciplinary Connections.)</i></p>	<p>and their own.</p>
---	--	-----------------------

Interdisciplinary Connections

English-Language Arts

- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 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.



World Language Curriculum Grade Levels 3 - 5

- B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- D. Explain their own ideas and understanding in light of the discussion.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Mathematics

- 3.G.A.1. Understand that shapes in different categories (e.g., **rhombuses, rectangles, and others**) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize **rhombuses, rectangles, and squares** as examples of **quadrilaterals**, and draw examples of quadrilaterals that do not belong to any of these subcategories.
- 3.G.A.2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

Career Readiness, Life Literacies & 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 about possible solutions.
- 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.3 Describe how digital tools and technology may be used to solve problems.
- 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.4 Model safe, legal and ethical behavior when using online or offline technology.
- 9.4.5.DC.8 Propose ways local and global communities can engage digitally to participate in and promote climate action.
- 9.4.5.GC.1 Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines and cultures to answer questions

Social Studies

- 6.1.5.PD.3 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsCM.3 Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- 6.1.5.HistoryUP.7 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Computer Science

- 8.1.2.NI.1 Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.NI.2 Describe how the Internet enables individuals to connect with others worldwide.



World Language Curriculum Grade Levels 3 - 5

G3 Unit 3: Core Unit Content

<i>Key Grammar Concepts</i>	<i>Culture</i>	<i>Vocabulary</i>	<i>Key Structures/Concepts</i>
<input type="checkbox"/> Shapes <input type="checkbox"/> Classroom Objects <input type="checkbox"/> Verbs: Tener, Querer, Necesitar	<input type="checkbox"/> How does the school experience differ from culture to culture? <input type="checkbox"/>	<input type="checkbox"/> Tengo-Quiero-Necesito (I have, I want, I need) <input type="checkbox"/> Shapes <input type="checkbox"/> Classroom Objects <input type="checkbox"/> Colors	<input type="checkbox"/> Shapes + Review colors <input type="checkbox"/> Classroom Objects <input type="checkbox"/> Create shape out of classroom objects <input type="checkbox"/> School in the Spanish-speaking world

G3 Unit 3: Instructional Materials & Resources

Core Instructional Materials	Supplemental Instructional Materials
<ul style="list-style-type: none"> • Teacher created materials • Rockalingua • Newsela • Readworks • Teach them Spanish McGrawHill 	<ul style="list-style-type: none"> • Google Classroom • Flipgrid • Videoconference method (Zoom) to collaborate with a class from another country.

G3 Unit 3: Assessments

<i>Interpretive Mode of Communication</i>	<i>Interpersonal Mode of Communication</i>	<i>Presentational Mode of Communication</i>
Learning a language involves interpreting meaning from listening, viewing, and reading culturally	Interpersonal communication between and among people is the exchange of information and the	Presentational communication involves presenting information, concepts, and ideas to an audience of



World Language Curriculum Grade Levels 3 - 5

<p>authentic materials in the target language.</p>	<p>negotiation of meaning.</p>	<p>listeners or readers on a variety of topics.</p>
<p>Formative assessments:</p> <ul style="list-style-type: none"> ● Worksheets ● Graphic Organizers ● Thumbs up/thumbs down ● Stop/Go ● Exit/Entrance Ticket ● Whiteboards ● Four corners ● Sequence cards ● Mini quizzes ● Student self assessment ● Summary of learning checks 	<p>Formative assessments:</p> <ul style="list-style-type: none"> ● Students will demonstrate the ability to describe classroom objects in the target language ● Spontaneous speaking ● Speed Speaking ● Think Pair Share ● Cold Calls 	<p>Formative assessments:</p> <ul style="list-style-type: none"> ● Role Playing ● Present idea/Concept ● Speaking Entrance/Exit ● Singing ● Reciting Chants/Songs
<p>Summative Assessments: Rubric used to evaluate students' presentation of shapes and colors in target language</p> <p>Performance Tasks Oral Proficiency Assessment Word identification assessments</p>		
<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Teacher created assessment to assess foundational skills addressed in Grade 3. 		
<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Oral Proficiency Questions ● Contextualized Assessments ● Group Projects ● Written Assignment 		



World Language Curriculum Grade Levels 3 - 5

- Use of Flip grid for oral proficiency

Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Link to World Language Accommodations and Modifications Document](#)



World Language Curriculum Grade Levels 3 - 5

Grade 4

G4 Unit 1: All About Numbers	Pacing: 8 weeks
<p>Unit Summary: Students engaged in this unit will review numbers and expand on their requisite knowledge with much larger quantities that connect to their work in the mathematics classrooms. From a cultural perspective, there will be connections to the number systems and calendars used by ancient civilizations. To cover the presentational mode of language learning, students will recite their phone numbers, express the cultural importance of numbers, and illustrate the calendars from different civilizations with attention to proper verbiage in the target language.</p>	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why are numbers important to all cultures? 2. What are similarities and differences between the number systems and calendar systems in different cultures? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture.

New Jersey Student Learning Standards	Student Learning Objectives	World Language Practices
<p>7.1.5.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.</p> <p>7.1.5.NM.IPRET.5 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.5.NM.IPERS.5 Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.5.NM.PRSNT.1 Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Review numbers from previous teachers through a phone number memorization exercise. • Recite numbers through a knowledge of place values with the appropriate numerics in the native and target languages. • Express the importance of numbers in ancient and present cultures. • Illustrate the calendars of different civilizations with the appropriate numbers and labels from the target language. 	<p>Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices, products, and perspectives of the culture studied.</p> <p>Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.</p>



World Language Curriculum Grade Levels 3 - 5

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

7.1.5.NM.PRSNT.4 Copy/write words, phrases, or simple guided texts on familiar topics.

Communities:

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Interdisciplinary Connections

English-Language Arts

- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 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.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Mathematics

- 4.NBT.A.2.2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Career Readiness, Life Literacies & Key Skills

- 9.4.5.GC.1 Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines and cultures to answer questions



World Language Curriculum Grade Levels 3 - 5

G4 Unit 1: Core Unit Content

<i>Key Skills</i>	<i>Culture</i>	<i>Vocabulary</i>	<i>Grammar Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Review numbers <input type="checkbox"/> Phone number <input type="checkbox"/> Large numbers (100, thousands) Grade 4 students work into millions. <input type="checkbox"/> Mayan, Aztec, Incan numbers/calendars led by the students 	<ul style="list-style-type: none"> <input type="checkbox"/> Mayan/Aztec/Incan influence on Latin American Culture 	<ul style="list-style-type: none"> <input type="checkbox"/> Numbers 100, 1000, 10,000 etc <input type="checkbox"/> Math concepts 	<ul style="list-style-type: none"> <input type="checkbox"/> Pronunciation <input type="checkbox"/> Word formation <input type="checkbox"/> Compare and contrast Spanish and English

G4 Unit 1: Instructional Materials & Resources

<i>Core Instructional Materials</i>	<i>Supplemental Instructional Materials</i>
<ul style="list-style-type: none"> • Teacher created materials • Readwords/Newsela • Teach Them Spanish McGraw Hill • McGraw Hills Elementary Spanish 	<ul style="list-style-type: none"> • Google Classroom • Mayan Calendar Activity • Flipgrid • Various texts

G4 Unit 1: Assessments

<i>Interpretive Mode of Communication</i>	<i>Interpersonal Mode of Communication</i>	<i>Presentational Mode of Communication</i>
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.



World Language Curriculum Grade Levels 3 - 5

Formative assessments:

- Thumbs up/thumbs down
- Stop/Go
- Exit/Entrance Ticket
- Whiteboards
- Four corners
- Sequence cards
- Mini quizzes
- Student self assessment
- Summary of learning checks.
- Reading/listening comprehension checks

Formative assessments:

- Spontaneous speaking
- Speed Speaking
- Think Pair Share
- Cold Calls

Formative assessments:

- Role Playing
- Present idea/Concept
- Speaking Entrance/Exit
- Singing
- Reciting Chants/Songs

Summative Assessments:

Numbers written and oral assessment
Slideshow in Indigenous People

Performance Tasks

Oral Proficiency Assessment

Word identification assessments

Alternative Assessments:

- Oral Proficiency Questions
- Contextualized Assessments
- Group Projects
- Written Assignment
- Use of Flip grid for oral proficiency

G4 Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible



World Language Curriculum Grade Levels 3 - 5

accommodations or modifications for this unit below.

[Link to World Language Accommodations and Modifications Document](#)



World Language Curriculum Grade Levels 3 - 5

G4 Unit 2: Clothing, Culture and the Seasons	Pacing: 10 weeks
<p>Unit Summary: In this unit, knowledge from prior units about seasons and weather will combine with the importance of selecting the proper clothing based on the season and location. Students will review colors to enhance the description of their clothing selections. As a means to combine culture and scientific applications, students will compare and contrast the clothing necessary to live and survive in select climates from the target culture and integrate discussions on climate change.</p>	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What clothing is needed for different cultures and seasons? 2. How does climate change impact the need for different resources, like clothing, in different cultures? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • World language learners begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.

New Jersey Student Learning Standards	Student Learning Objectives	World Language Practices
<p>7.1.5.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.</p> <p>7.1.5.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.5.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.5.NM.IPERS.1 Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.5.NM.IPERS.2 Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Review and expand upon the colors learned in previous units. • Identify the clothing needed for various climates as expressed with the correct verbiage from the target language. • Choose appropriate and respectful responses for questions about the weather. • State basic needs for clothing through memorized words and phrases from the target language. • Compare and contrast the clothing necessary to live and survive in select climates from the target culture. 	<p>Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p>Connections: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Cultures:</p>



World Language Curriculum Grade Levels 3 - 5

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

7.1.5.NM.IPERS.5 Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.5.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.

7.1.5.NM.PRSNT.2 State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

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

7.1.5.NM.PRSNT.5 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.5.NM.PRSNT.6 Name and label tangible cultural products associated with climate change in the target language regions of the world.

- Name and label tangible cultural products, like clothing, associated with climate change in the target language regions of the world.

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.



World Language Curriculum Grade Levels 3 - 5

Interdisciplinary Connections

English-Language Arts

- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 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.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Career Readiness, Life Literacies & Key Skills

- 9.1.5.FP.3 Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.4.5.GC.1 Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines and cultures to answer questions

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.3 Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- 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.GeoHE.3 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- 6.1.5.GeoGI.4 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods (e.g.clothing), and ideas.
- 6.1.5.EconGE.4 Compare and contrast how the availability of resources affects people across the world differently.



World Language Curriculum Grade Levels 3 - 5

G4 Unit 2: Core Unit Content

<i>Key Skills</i>	<i>Culture</i>	<i>Vocabulary</i>	<i>Grammar Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Clothing <input type="checkbox"/> Seasons + Additional Weather Expressions <input type="checkbox"/> Indigenous clothing <input type="checkbox"/> Review colors 	<ul style="list-style-type: none"> <input type="checkbox"/> Indigenous Clothing and Textiles <input type="checkbox"/> Indigenous Methods of textile creation 	<ul style="list-style-type: none"> <input type="checkbox"/> Clothing <ul style="list-style-type: none"> <input type="checkbox"/> Winter <input type="checkbox"/> Summer <input type="checkbox"/> Seasons and Additional expression <ul style="list-style-type: none"> <input type="checkbox"/> Hurricane <input type="checkbox"/> Tornado <input type="checkbox"/> Earthquake 	<ul style="list-style-type: none"> <input type="checkbox"/> Feminine Masculine <input type="checkbox"/> Noun Development <input type="checkbox"/> Verb development <input type="checkbox"/> Definite and indefinite articles

G4 Unit 2: Instructional Materials & Resources

<p>Core Instructional Materials</p> <ul style="list-style-type: none"> • Teacher created materials • Basho and Friends • Rockalingua • Teach Them Spanish • News:Ecuavisa • McGraw Hill: Elementary Spanish 	<p>Supplemental Instructional Materials</p> <ul style="list-style-type: none"> • Google Classroom • Flipgrid • Weather And Climate NASA Climate Kids • Threads of Peru
--	---

G4 Unit 2: Assessments

See link for help in creating assessments

https://carla.umn.edu/assessment/vac/CreateUnit/p_1.html

Assessments other than paper & pencil tests See link for more info: http://education.qmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf



World Language Curriculum Grade Levels 3 - 5

<i>Interpretive Mode of Communication</i>	<i>Interpersonal Mode of Communication</i>	<i>Presentational Mode of Communication</i>
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Formative assessments: <ul style="list-style-type: none"> ● Written Assignment ● Listening ● Think Pair Share 	Formative assessments: <ul style="list-style-type: none"> ● Weather Improv ● Cold Calling ● Picture describe ● Spontaneous speaking ● Speed Speaking ● Think Pair Share ● Cold Calls 	Formative assessments: <ul style="list-style-type: none"> ● Weather Presentation ● Role Playing ● Present idea/Concept ● Speaking Entrance/Exit
Summative Assessments: <ul style="list-style-type: none"> ● Rubric used to evaluate students' presentation of weather ● Performance Tasks ● Oral Proficiency Assessment ● Word identification assessments 		
Alternative Assessments: <ul style="list-style-type: none"> ● Oral Proficiency Questions ● Contextualized Assessments ● Group Projects ● Multiple Choice/Answer elimination 		

G4 Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible



World Language Curriculum Grade Levels 3 - 5

accommodations or modifications for this unit below.

[Link to World Language Accommodations and Modifications Document](#)



World Language Curriculum Grade Levels 3 - 5

G4 Unit 3: My House & My Room	Pacing: 10 weeks
<p>Unit Summary: The exterior and interior of a student's home will be on full display for a project where students assemble a digital or homemade replica of their dream room. Prior to this task, they will label items and objects around the house and describe various objects and rooms of the house with appropriate words and colors spoken in the target language.</p>	
<p>Essential Question: How do we communicate what is important to us about our homes and personal spaces?</p>	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

New Jersey Student Learning Standards	Student Learning Objectives	World Language Practices
<p>7.1.5.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.5.NM.IPRET.5 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.5.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.</p> <p>7.1.5.NM.IPERS.4 Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.5.NM.IPERS.5 Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Label items and objects around the house. ● Describe various objects and rooms of the house with appropriate words and colors spoken in the target language. ● Construct a digital or diorama dream room with images and appropriate vocabulary. ● Present a digital or actual replica of a dream room with appropriate language usage. ● Express preferences for the objects to be included in an ideal bedroom. ● Identify the number of rooms in one's residence with the correct numerics from the target 	<p>Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p>Connections: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Cultures:</p>



World Language Curriculum Grade Levels 3 - 5

<p>7.1.5.NM.PRSNT.1 Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.5.NM.PRSNT.2 State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.5.NM.PRESENT.3 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.5.NM.PRSNT.4 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	<p>language.</p>	<p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>
--	------------------	---

Interdisciplinary Connections

English-Language Arts

- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 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.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Career Readiness, Life Literacies & Key Skills

- 9.4.5.GC.1 Analyze how culture shapes individual and community perspectives and points of view.



World Language Curriculum Grade Levels 3 - 5

- 9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines and cultures to answer questions.

G4 Unit 3: Core Unit Content

<i>Key Grammar Concepts</i>	<i>Culture</i>	<i>Vocabulary</i>	<i>Key Skills</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary Development: <input type="checkbox"/> Part of the house <input type="checkbox"/> Verb Ser <input type="checkbox"/> Verb Tener <input type="checkbox"/> Direct and indirect object pronouns <input type="checkbox"/> Masculine Feminine nouns <input type="checkbox"/> definite and indefinite articles. 	<ul style="list-style-type: none"> <input type="checkbox"/> Home vs House <input type="checkbox"/> How does location in the world change the physical structure of the home? <input type="checkbox"/> What do homes look like across the globe? 	<ul style="list-style-type: none"> <input type="checkbox"/> Home <input type="checkbox"/> Rooms- Kitchen, living room, bedrooms, bathrooms, attic, basement, backyard, patio <input type="checkbox"/> Colors recycle and review <input type="checkbox"/> Adjectives: <input type="checkbox"/> large, small, pretty, <input type="checkbox"/> Direction- right, left, above, below <input type="checkbox"/> Prepositions <input type="checkbox"/> Ser in 2nd person <input type="checkbox"/> Tener in first person <input type="checkbox"/> Estar second person 	<ul style="list-style-type: none"> <input type="checkbox"/> Usage of selected Verbs in a structured setting <input type="checkbox"/> Descriptions of home using colors and adjectives <input type="checkbox"/> Describe location

G4 Unit 3: Instructional Materials & Resources

<p>Core Instructional Materials</p> <ul style="list-style-type: none"> • Teacher created materials • Rockalingua • Calico Spanish • Teach Them Spanish! Mc Graw Hill • McGraw Hill - Elementary Spanish 	<p>Supplemental Instructional Materials</p> <ul style="list-style-type: none"> • Google Classroom • Digital room (Bitmoji bedroom - Google Slides) • Readworks/Newsela • Flipgrid • Prezi
---	---



World Language Curriculum Grade Levels 3 - 5

- Expresate Textbook

- Nearpod

G4 Unit 3: Assessments

<i>Interpretive Mode of Communication</i>	<i>Interpersonal Mode of Communication</i>	<i>Presentational Mode of Communication</i>
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<p>Formative assessments:</p> <ul style="list-style-type: none"> • Thumbs up/thumbs down • Stop/Go • Exit/Entrance Ticket • Whiteboards • Four corners • Sequence cards • Mini quizzes • Student self assessment • Summary of learning checks 	<p>Formative assessments:</p> <ul style="list-style-type: none"> • Spontaneous speaking • Speed Speaking • Think Pair Share • Cold Calls 	<p>Formative assessments:</p> <ul style="list-style-type: none"> • Presentation of Home for a needy family • Role Playing • Present idea/Concept • Speaking Entrance/Exit • Singing • Reciting Chants/Songs • Letter to a friend •
<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Rubric used to assess presentation of Home 		
<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • Teacher created assessment to assess foundational skills addressed in Grade 4. 		
<p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Performance Tasks • Oral Proficiency Assessment 		



World Language Curriculum Grade Levels 3 - 5

- Word identification assessments
- Use of Flipgrid/video to present

G4 Unit 3: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Link to World Language Accommodations and Modifications Document](#)



World Language Curriculum Grade Levels 3 - 5

Grade 5

G5 Unit 1: Our Class and Family Routines	Pacing: 8 weeks
<p>Unit Summary: The regularity of routine will be practiced through recycled and newly introduced greetings for students to engage in two-way communication. By way of analogy, students will examine the relationships between their own family members through comparisons to animal families. The unit will also address the cultural significance of the quinceanera and other celebrations within the Latin American realm.</p>	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What is the importance of family and pets in Latin American culture? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

New Jersey Student Learning Standards	Student Learning Objectives	World Language Practices
<p>7.1.5.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.</p> <p>7.1.5.NM.IPRET.2 Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.5.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.5.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.5.NM.IPERS.1 Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Review the greetings and school items and objects incorporated into earlier units. • Memorize and state the family members who comprise each individual student's family unit. • Examine the cultural significance of a quinceanera. • Compare and contrast the cultural celebrations in the native and target cultures. • Practice the identification of family through interpersonal dialogue. 	<p>Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p>Connections: Learners use the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Communities:</p>



World Language Curriculum Grade Levels 3 - 5

7.1.5.NM.IPERS.2 Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.5.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.

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

7.1.5.NM.IPERS.5 Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.5.NM.PRSNT.2 State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.5.NM.PRESENT.3 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.5.NM.PRSNT.4 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.5.NM.PRSNT.5 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.



World Language Curriculum Grade Levels 3 - 5

Interdisciplinary Connections

English-Language Arts

- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid comprehension.
 - B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information of explanation presented.
- W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 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.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Career Readiness, Life Literacies & Key Skills

- 9.4.5.GC.1 Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines and cultures to answer questions



World Language Curriculum Grade Levels 3 - 5

Social Studies

- 6.1.5.CivicsPI.1 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and **families**.
- 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.3 Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- 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.GeoGI.4 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconGE.4 Compare and contrast how the availability of resources affects people across the world differently.

G5 Unit 1: Core Unit Content

<i>Key Skills</i>	<i>Culture</i>	<i>Vocabulary</i>	<i>Grammar Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Our classroom routine and family <input type="checkbox"/> Recycle introductions <input type="checkbox"/> Family members <input type="checkbox"/> Pet family 	<ul style="list-style-type: none"> <input type="checkbox"/> Spanish speaking countries and multiple greetings during the course of the day <input type="checkbox"/> Formal and Informal greetings <input type="checkbox"/> Handshakes, hugs, and kisses <input type="checkbox"/> Comparing and contrasting: quinceanera / sweet sixteen <input type="checkbox"/> Nicknames and the endings “-ito/-ita” as ways to show affection <input type="checkbox"/> Comparing and contrasting the role of family pets in the U.S and in Latin American countries 	<ul style="list-style-type: none"> <input type="checkbox"/> Hola! Buenos dias! Buenas tardes! Buenas noches! <input type="checkbox"/> Como estas? <input type="checkbox"/> Como esta? <input type="checkbox"/> Bien, muy bien, mal, asi,asi, <input type="checkbox"/> Cómo te llamas? <input type="checkbox"/> Como se llama? <input type="checkbox"/> Me llamo <input type="checkbox"/> Y tu? <input type="checkbox"/> ¿Cuántos años tienes? <input type="checkbox"/> Tengo <input type="checkbox"/> De donde es? <input type="checkbox"/> De donde eres? <input type="checkbox"/> Hasta luego, hasta pronto, hasta mañana <input type="checkbox"/> Adios, nos vemos <input type="checkbox"/> Mucho gusto/Igualmente 	<ul style="list-style-type: none"> <input type="checkbox"/> Nouns <input type="checkbox"/> Singular plural <input type="checkbox"/> Interrogative words <input type="checkbox"/> Verbs <input type="checkbox"/> Adverbs <input type="checkbox"/> Estar: esta/estas <input type="checkbox"/> Ser: soy/es/eres <input type="checkbox"/> Punctuation marks and written accents <input type="checkbox"/> Pronouns: tu, ¿usted?



World Language Curriculum Grade Levels 3 - 5

		<ul style="list-style-type: none"> <input type="checkbox"/> Hasta la vista <input type="checkbox"/> La familia, los padres, mama, papa, abuelos, hermanos, primos, hermanastro, madrastra, tios <input type="checkbox"/> Mascotas: perro/gato 	
--	--	--	--

G5 Unit 1: Instructional Materials & Resources

<p>Core Instructional Materials</p> <ul style="list-style-type: none"> • Teacher created materials • Readworks/Newsela • Series Viva el espanol (leveled) • Teach Them SPANISH Carson-Dellosa • Video of Quinceanera • https://www.ourquinceanerafilm.com/ • https://www.youtube.com/watch?v=bmY1IikG2BI&list=RDCMUC5B9ci_IO3AMHqGsifkHMJQ&index=1 • https://www.youtube.com/watch?v=QCXZkidxVSY • www.rockalingua.com • www.bashoandfriends.com 	<p>Supplemental Instructional Materials</p> <ul style="list-style-type: none"> • Google Classroom • Flipgrid • Resources related to Chile (ambitious climate change agenda, seven different climates, produce minerals and produce, where many berries are produced)
---	--

G5 Unit 1: Assessments

See link for help in creating assessments

https://carla.umn.edu/assessment/vac/CreateUnit/p_1.html

Assessments other than paper & pencil tests See link for more info: http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

Interpretive Mode of Communication	Interpersonal Mode of Communication	Presentational Mode of Communication
---	--	---



World Language Curriculum Grade Levels 3 - 5

<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>
<p>Formative assessments:</p> <ul style="list-style-type: none"> ● Thumbs up/thumbs down ● Stop/Go ● Exit/Entrance Ticket ● Whiteboards ● Four corners ● Sequence cards ● Mini quizzes ● Student self assessment ● Summary of learning checks ● Kahoot/Quizlet ● Nearpod ● Listening activities ● Reading Comprehension ● Teacher observations ● Participation ● Quizzes 	<p>Formative assessments:</p> <ul style="list-style-type: none"> ● Spontaneous speaking ● Speed Speaking ● Think Pair Share ● Cold Calls ● Students use related vocabulary to identify family members ● Self evaluation ● Select classroom assignments ● Students projects 	<p>Formative assessments:</p> <ul style="list-style-type: none"> ● Role Playing ● Present idea/Concept ● Speaking Entrance/Exit ● Singing ● Reciting Chants/Songs ● Multimedia presentations
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubric used to evaluate students' presentation of Family Project. ● Retell "Quinceanera" 		
<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● See menu choice depending on student needs for the unit. ● https://docs.google.com/spreadsheets/d/14tVHHoYBmkPtdh5AvNabhjYY55BxCbvUAx8bVhSSIW0/edit#gid=361467160 ● Teacher modifies tests, quizzes and projects based on student needs. 		



World Language Curriculum Grade Levels 3 - 5

- Oral assessments administered in place of written when necessary.
- Oral Proficiency Exam
- Direct Test
- Contextualized Assessments
- Written exam
- Group Projects

Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Link to World Language Accommodations and Modifications Document](#)



World Language Curriculum Grade Levels 3 - 5

G5 Unit 2: My Community & Interests	Pacing: 10 weeks
<p>Unit Summary: To begin this unit, students will discuss the sports and leisurely activities mentioned in previous units. Students will expand upon these topics through an exploration of activism in the areas of technology and climate change. There will also be interactive and technological components for students to arrange a presentation that provides simple and descriptive information about their town or city.</p>	
<p>Essential Question:</p> <ol style="list-style-type: none"> 1. Why do people of different cultures do certain activities in their leisure? 2. How does climate change impact the people of the cultures who primarily use the target language? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

New Jersey Student Learning Standards	Student Learning Objectives	World Language Practices
<p>7.1.5.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.</p> <p>7.1.5.NM.IPRET.2 Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.5.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.5.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.5.NM.IPRET.5 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss global issues that are present in both the native and target cultures. • Ask and respond to questions regarding pastimes. • Express one’s own basic preferences. • Engage in two-way dialogue to inquire about and receive directions to an intended location. • Identify places in my community, town, and city. • Arrange a presentation that provides simple and descriptive information about my town or city. • Compare and contrast the differences of traditional towns and cities in the target and native cultures. 	<p>Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p>Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>



World Language Curriculum Grade Levels 3 - 5

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

7.1.5.NM.IPERS.2 Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.5.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.

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

7.1.5.NM.PRSNT.1 Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.5.NM.PRSNT.2 State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.5.NM.PRSNT.4 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.5.NM.PRSNT.5 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

- Ask and respond to questions about both simple directions and community locations where the speaker is going.



World Language Curriculum Grade Levels 3 - 5

Interdisciplinary Connections

English-Language Arts

- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid comprehension.
 - B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information of explanation presented.
- W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 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.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Career Readiness, Life Literacies & Key Skills

- 9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.4.5.DC.2 Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.3 Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- 9.4.5.GC.1 Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines and cultures to answer questions



World Language Curriculum Grade Levels 3 - 5

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.3 Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- 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.GeoHE.3 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- 6.3.5.GeoHE.1 Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.
- 6.1.5.GeoGI.4 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconGE.4 Compare and contrast how the availability of resources affects people across the world differently.

G5 Unit 2: Core Unit Content

<i>Key Skills</i>	<i>Culture</i>	<i>Vocabulary</i>	<i>Grammar Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Pasatiempos - leisure and activism <input type="checkbox"/> Sports <input type="checkbox"/> Parts of town <input type="checkbox"/> What we do in our spare time 	<ul style="list-style-type: none"> <input type="checkbox"/> Comparing and contrasting sports in the U.S and Spanish speaking countries <input type="checkbox"/> Fútbol “el deporte de multitudes” <input type="checkbox"/> Leisurely activities in both cultures, different ways in which children spend spare time and available resources <input type="checkbox"/> Effects of climate change in Latin American countries <input type="checkbox"/> Technology: available resources in both cultures <input type="checkbox"/> Comparing and contrasting 	<ul style="list-style-type: none"> <input type="checkbox"/> Pasatiempos - leisure and activism <input type="checkbox"/> Deportes} fútbol, baloncesto, béisbol, and others <input type="checkbox"/> Pueblo, parque, escuela, iglesia, tienda, hospital, oficina postal, farmacia, comunidad <input type="checkbox"/> la plaza <input type="checkbox"/> el mercado <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Nouns <input type="checkbox"/> Adjectives <input type="checkbox"/> Punctuation <input type="checkbox"/> Verbs: esta/es <input type="checkbox"/> Adjectives



World Language Curriculum Grade Levels 3 - 5

	towns / “pueblos” in both cultures <input type="checkbox"/> Spanish speaking countries and “la plaza”		
--	--	--	--

G5 Unit 2: Instructional Materials & Resources

Core Instructional Materials <ul style="list-style-type: none"> Teacher created materials https://rockalingua.com/ Readworks.org National geographic Education Climate Kids https://www.commonsense.org/education/top-picks/climate-change-resources-for-students-and-teachers https://populationeducation.org/5-kid-friendly-ideas-for-teaching-climate-change-in-elementary-grades/ 	Supplemental Instructional Materials <ul style="list-style-type: none"> Class DoJo or Google Classroom Flipgrid Rockalingua video on directions Vimeo
--	--

G5 Unit 2: Assessments

See link for help in creating assessments
https://carla.umn.edu/assessment/vac/CreateUnit/p_1.html
Assessments other than paper & pencil tests See link for more info: http://education.qmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

<i>Interpretive Mode of Communication</i>	<i>Interpersonal Mode of Communication</i>	<i>Presentational Mode of Communication</i>
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Formative assessments:	Formative assessments:	Formative assessments:



World Language Curriculum Grade Levels 3 - 5

- Thumbs up/thumbs down
- Stop/Go
- Exit/Entrance Ticket
- Whiteboards
- Four corners
- Sequence cards
- Mini quizzes
- Student self assessment
- Summary of learning checks
- Kahoot/Quizlet
- Nearpod
- Listening activities
- Reading Comprehension

- Spontaneous speaking
- Speed Speaking
- Think Pair Share
- Cold Calls
- Participation
- Dialogues
- Self evaluation
- Students projects

- Present idea/Concept
- Speaking Entrance/Exit
- Singing
- Reciting Chants/Songs
- Group presentation

Summative Assessments:

- Flipgrid for students to record results and discuss answers to questions about interests and pastimes
- Performance Tasks
- Oral Proficiency Assessment
- Word identification assessments

Alternative Assessments:

- See menu choice depending on student needs for the unit.
- <https://docs.google.com/spreadsheets/d/14tVHHoYBmkPtdh5AvNabhjYY55BxCbvUAX8bVhSSIW0/edit#gid=361467160>
- Teacher modifies tests, quizzes and projects based on student needs.
- Oral assessments administered in place of written when necessary.
- Oral Proficiency Exam
- Direct Test
- Contextualized Assessments
- Written exam



World Language Curriculum Grade Levels 3 - 5

- Group Projects

G5 Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Link to World Language Accommodations and Modifications Document](#)



World Language Curriculum Grade Levels 3 - 5

G5 Unit 3: My Digital Vacation	Pacing: 10 weeks
<p>Unit Summary: This unit is a culmination of acquired vocabulary as the words from all prior units will combine for an interactive experience for students to organize their dream digital vacation. During this unit, students will describe how tourism shapes people’s lives in Central American countries. They will use vocabulary words related to tourism and climate change to examine and discuss the way that natural disasters have affected the lives of residents from these countries.</p>	
<p>Essential Question:</p> <ol style="list-style-type: none"> 1. How do travel and weather affect our Spanish language learning experience? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

New Jersey Student Learning Standards	Student Learning Objectives	World Language Practices
<p>7.1.5.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.</p> <p>7.1.5.NM.IPRET.2 Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.5.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.5.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.5.NM.IPRET.5 Report on the content of short messages that they hear, view, and read in predictable culturally</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Recognize and utilize vocabulary related to tourism and climate change in countries from the target culture. ● Describe how tourism is affected by the natural disasters that have occurred in Spanish-speaking cultures. ● Research information about natural disasters and the effects of these events and report findings with written responses within the target language. ● Present words and memorized phrases about places to travel through a combination of English and Spanish slides. 	<p>Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>Cultures: Learners use the language to investigate, explain and reflect on the relationship between practices, products and perspectives of the cultures studied.</p> <p>Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.</p>



World Language Curriculum Grade Levels 3 - 5

authentic materials.

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

7.1.5.NM.IPERS.2 Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.5.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.

7.1.5.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.

7.1.5.NM.PRSNT.1 Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.5.NM.PRSNT.2 State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.5.NM.PRSNT.4 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.5.NM.PRSNT.5 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.5.NM.PRSNT.6 Name and label tangible cultural products associated with climate change in the target language

- Arrange a digital presentation for a vacation where students apply vocabulary from prior units in addition to newly acquired words from this unit.

Communities:

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.



World Language Curriculum Grade Levels 3 - 5

regions of the world.

Interdisciplinary Connections

English-Language Arts

- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid comprehension.
 - B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information of explanation presented.
- W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 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.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Career Readiness, Life Literacies & Key Skills



World Language Curriculum Grade Levels 3 - 5

- 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 about possible solutions.
- 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.3 Describe how digital tools and technology may be used to solve problems.
- 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.4 Model safe, legal and ethical behavior when using online or offline technology.
- 9.4.5.DC.8 Propose ways local and global communities can engage digitally to participate in and promote climate action.
- 9.4.5.GC.1 Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines and cultures to answer questions

Social Studies

- 6.1.5.PD.3 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsCM.3 Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- 6.1.5.HistoryUP.7 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 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.3 Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- 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.GeoHE.3 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- 6.1.5.GeoGI.4 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconGE.4 Compare and contrast how the availability of resources affects people across the world differently.

Computer Science

- 8.1.2.NI.1 Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.NI.2 Describe how the Internet enables individuals to connect with others worldwide.

G5 Unit 3: Core Unit Content



World Language Curriculum Grade Levels 3 - 5

<i>Key Skills</i>	<i>Culture</i>	<i>Vocabulary</i>	<i>Grammar Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> On Vacation <input type="checkbox"/> Cumulative review of previous units on clothing, time, pastimes, interests, hobbies, family, etc. <input type="checkbox"/> Weather words - huracan <input type="checkbox"/> Central America <input type="checkbox"/> Galapagos Islands <input type="checkbox"/> Digital vacation 	<ul style="list-style-type: none"> <input type="checkbox"/> Comparing and contrasting clothing, pastimes, and family in both cultures <input type="checkbox"/> The effect of natural disasters in the lifestyle of the people in Central American countries <input type="checkbox"/> "hurricane" season <input type="checkbox"/> Galápagos: "Patrimonio de la Humanidad" <input type="checkbox"/> The biodiversity of the Galapagos compared to any other place in the world <input type="checkbox"/> Climate change in Chile, effects of seven different types of climate 	<ul style="list-style-type: none"> <input type="checkbox"/> Weather words - huracan <input type="checkbox"/> Vocabulary related to clothing, time, pastimes, and hobbies <input type="checkbox"/> Chile <input type="checkbox"/> Countries of Central America: <input type="checkbox"/> Costa Rica <input type="checkbox"/> Nicaragua <input type="checkbox"/> Guatemala <input type="checkbox"/> Panama <input type="checkbox"/> Honduras <input type="checkbox"/> El Salvador <input type="checkbox"/> Ecuador <input type="checkbox"/> Galapagos Islands <input type="checkbox"/> tortugas <input type="checkbox"/> focas <input type="checkbox"/> pajaros <input type="checkbox"/> iguanas marinas <input type="checkbox"/> camuflaje 	<ul style="list-style-type: none"> <input type="checkbox"/> Nouns <input type="checkbox"/> Adjectives <input type="checkbox"/> Questions <input type="checkbox"/> Ser: es/son <input type="checkbox"/> Punctuation <input type="checkbox"/> Accent marks <input type="checkbox"/> Interrogative words

G5 Unit 3: Instructional Materials & Resources

<p>Core Instructional Materials</p> <ul style="list-style-type: none"> • Teacher created materials • Maps • Readworks.org • www.nationalgeographic.com • National Geographic kids 	<p>Supplemental Instructional Materials</p> <ul style="list-style-type: none"> • Google Classroom • Flipgrid • Weather And Climate NASA Climate Kids • Resources related to Chile (ambitious climate change agenda, seven different climates, produce minerals and produce, where many berries are produced)
---	---



World Language Curriculum Grade Levels 3 - 5

- <https://www.natgeokids.com/nz/discover/geography/countries/ng-kids-heads-to-the-galapagos-islands/>
- <https://www.scholastic.com/teachers/activities/teaching-content/animals-adaptation-and-galapagos-islands-science-explorations-activity/>

G5 Unit 3: Assessments

<i>Interpretive Mode of Communication</i>	<i>Interpersonal Mode of Communication</i>	<i>Presentational Mode of Communication</i>
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<p>Formative assessments:</p> <ul style="list-style-type: none"> • Thumbs up/thumbs down • Stop/Go • Exit/Entrance Ticket • Whiteboards • Four corners • Sequence cards • Mini quizzes • Student self assessment • Summary of learning checks • Kahoot/Quizlet • Nearpod • Listening activities • Reading Comprehension • Teacher Observation 	<p>Formative assessments:</p> <ul style="list-style-type: none"> • Spontaneous speaking • Speed Speaking • Think Pair Share • Cold Calls • Student participation 	<p>Formative assessments:</p> <ul style="list-style-type: none"> • Role Playing • Present idea/Concept • Speaking Entrance/Exit • Singing • Reciting Chants/Songs • Projects



World Language Curriculum Grade Levels 3 - 5

Summative Assessments:

Presentation using rubric on vacation
Performance Tasks
Oral Proficiency Assessment
Word identification assessments

Benchmark Assessments:

- Teacher created assessment to assess foundational skills addressed in Grade 5.

Alternative Assessments:

- See menu choice depending on student needs for the unit.
- <https://docs.google.com/spreadsheets/d/14tVHHoYBmkPtdh5AvNabhjYY55BxCbvUAx8bVhSSIW0/edit#gid=361467160>
- Teacher modifies tests, quizzes and projects based on student needs.
- Oral assessments administered in place of written when necessary.
- Oral Proficiency Exam
- Direct Test
- Contextualized Assessments
- Written exam
- Group Projects

G5 Unit 3: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Link to World Language Accommodations and Modifications Document](#)