



WORLD LANGUAGES CURRICULUM GRADES 3-5

Middle Township Public Schools
216 South Main Street
Cape May Court House, NJ 08210

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Introduction

Beginning in 3rd grade the scope of the elementary Spanish program is to provide the students with a continued foundation in the interpersonal communicative skills of listening and speaking as well as firm reinforcement of basic reading and writing skills in the target language. The scope of the 4th grade Spanish program focuses on providing students with a continued foundation in moving towards language proficiency. In grade 4, emphasis will be on the development of the interpersonal communicative skills of listening and speaking. In addition, reinforcement of basic reading and writing skills in the target language will be discussed. How language and culture interact and promote intercultural understanding will also be emphasized. New vocabulary and cultural topics will be introduced. The 5th grade Spanish program will address the three modes of communication: interpretive, interpersonal and presentational. In grade 5, emphasis will be on listening, speaking, reading, and writing in the target language. Students will also develop cultural knowledge and intercultural understanding through the introduction of new vocabulary and cultural topics.

Course Description

The scope of the 3rd through 5th grades Spanish program focuses on providing students with a continued foundation in moving toward language proficiency. These 35 minute a week courses in 3rd grade and 45 minute courses 2 days a will address the three modes of communication: will address the three modes of communication: interpretive, interpersonal and presentational. Emphasis will be on listening, speaking, and reading, in the target language in grade 3. In grades 4 and 5 writing in the target language will also be emphasized.

The teaching of Hispanic culture is an integral part of the program, in which authentic and contemporary topics are presented. In order to ensure a high interest level, a wide range of exercises, activities, and resources are used. These mini courses in grades 3 through 5 will promote an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice High proficiency level or higher.

Proficiency Levels

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Accommodations and Modifications for Students with Special Needs: Students with Disabilities, Students at Risk, Students with 504s, English Language Learners, and Gifted & Talented Students

Planning instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Skill Scaffolding: reading, writing, speaking, listening comprehension
- Teacher Modeling
- Grouping
- Allow for errors
- Visual Learning Activities
- Kinesthetic Activities
- Musical Activities
- Manipulatives
- Repetition
- Rephrasing
- Verbal Cues and Prompts
- Online Resources
- Note Taking
- Notebook check and review
- Allow for extra time
- Oral and Written Assignments
- Internet Games
- Guided Practice
- Small Group Instruction
- Chunking of Material
- Multimedia Instruction

Differentiation for Enrichment

- Individual research or presentation
- Provide choices of modes working
- Skill Scaffolding: reading, writing, speaking, listening comprehension
- Additional related readings
- Additional related writings
- Real world scenarios and problem solving
- Online resources
- Student Driven Projects
- Independent Study
- Inquiry based instruction

- Create and Perform Dialogues
- Skits
- Elevated vocabulary
- Alternative Reading/Response
- Multiple Levels of Questioning

Methods of Assessment

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and thus need to be assessed and evaluated. The types of assessment fall into **three** major categories:

- **Performance Assessment**- is defined as how well a learner uses language acquired in a classroom setting
- **Proficiency Assessment**- is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.
- **Achievement Assessment**- It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.
- Pro-achievement Assessment- It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.
- One-on-one assessment
- Project-Based Assessments
- Group assessment
- Listening Comprehension
- Portfolio assessment
- Oral Presentation
- Peer assessment
- Self-assessment

Instructional/Supplemental Materials

Texts/Supplemental Reading/References

- Teach Them Spanish!
- Beginning Spanish for Young Children
- Risas y Sonrisas
- Various text and supplemental reading
- Newsela
- Speakers may be invited to address the classes on cultural topics.
- American Council on the Teaching of Foreign Languages, (2012) Standards for Foreign Language Learning; Preparing for the 21st Century. Yonkers, NY: ACTFL
- Web-based review programs and games such as Kahoot & Quizlet
- New Jersey State Department of Education, (2020) World Language Curriculum Framework, Trenton, NJ.
- Library and internet resources
- Maps, DVD's, and other authentic resources

Interdisciplinary Connections

As Spanish becomes an integral part of the curriculum, children will be able to add new dimensions to what they are already learning. Math, science, social studies, health, and career awareness are all woven into an interdisciplinary approach. Students will gain an insight that the study of Spanish offers much to their overall education.

Some suggestions for content-based topics that may be used:

Content-Based Topics

1. Art

- Draw with various media
- Cut and paste

1. Language Arts

- Demonstrate characteristics of a good listener
- Follow a one-step oral direction

- Compare and contrast sounds
- Recall presented materials
- Recall sequence of events
- Interact verbally in informal situations
- Make introductions
- Listen to different types of literature
- Expand vocabulary
- Identify/restate details
- Identify a purpose for listening
- Listen for a variety of purposes
- Activate prior knowledge
- Listen to various forms of music
- Describe objects/pictures
- Communicate in complete sentences
- Obtain information by asking questions
- Participate in various forms of oral communication
- Interact verbally in informal situations
- Make introductions

2. Mathematics

- Sort objects in a variety of ways
- Recognize, develop pattern
- Reason, connect mathematical understandings
- Observe/Compare by measurable attributes
- Count objects
- Represent quantities
- Model number composition
- Investigate number relationships
- Develop numeration concepts

3. Music

- Perform a repertoire of songs
- Explore differences between speaking and singing

- Sing songs in a limited range
- 4. Reading
 - Identify words
 - Identify forms of plurals
 - Subject/predicate agreement
 - Make connections from written text to self
- 5. Science
 - Observe weather conditions
 - Explore the effects of weather
- 6. Social Studies
 - Identify self by name and birthday
 - Be introduced to other people and places
 - Recognize similarities between self and others
 - Define family in various ways
 - Discuss the meaning of respect
 - Recognize the importance of each individual to the group
 - Demonstrate the relationship of feelings to actions

Grade Level Expectations & Student Outcomes:

In grade 3, these 35 minute a week sessions and the 45 minute sessions twice a week in grades 4 and 5, will address the three modes of communication: interpretive, interpersonal and presentational. Through these modes students will be able to:

- Modeling utterances after the teacher, and singing
- Answering simple questions
- Listen to the teacher and peers
- Listen to authentic audio and video
- Read flashcards
- Writing phrases and full sentences
- Copy letters and punctuation
- Copy words and phrases
- Begin to demonstrate an understanding in spoken and written communication within appropriate cultural contexts.
- Engage in direct oral/and or written communication with others.

- Present orally and/or in writing information, concepts, and ideas to an audience of listeners or readers with no immediate interaction.
- Understand basic vocabulary and structures that are essential for polite communication.
- Grasp communication strategies
- Respond to questions.
- Develop a cultural awareness
- Describe customs from Spanish speaking countries.
- Listen to short pieces of literature.

New Jersey Student Learning Standards Career Readiness, Life Literacies, and Key Skills Practices

In this increasingly diverse and complex world, the successful student must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. Integrated within the World Languages curriculum are the New Jersey Student Learning Standards- Career Readiness, Life Literacies, and Key Skills Practices that provide the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy. Integration of the Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

CRLKSP 1 Act as a responsible and contributing community members and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRLKSP 2 Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRLKSP 3 Consider the environmental, social and economic impacts of decisions.

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRLKSP 4 Demonstrate creativity and innovation.

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRLKSP 6 Model integrity, ethical leadership and effective management.

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRLKSP 7 Plan education and career paths aligned to personal goals.

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths

require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRLKSP 9 Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS
Career Readiness, Life Literacies, and Key Skills Practices

Standard 9.1 Personal Financial Literacy

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.1.5.FP.2: Identify the elements of being a good steward of money.

9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.

Standard 9.4 Life Literacies and Key Skills

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.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem
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.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
9.4.5.IML.2: Create a visual representation to organize information about a problem or issue
9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions
9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively
9.4.5.TL.5: Collaborate digitally to produce an artifact

New Jersey Student Learning Standards for World Languages (2020)

Interpretive Mode of Communication

Students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches.

7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal Mode of Communication

Students engage in direct oral and/or written communication with others. Examples of this "two-way" communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational Mode of Communication

Students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

- 7.1.NM.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NM.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NM.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NM.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

New Jersey Student Learning Standards for Visual & Performing Arts (2020)

1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events

New Jersey Student Learning Standards for Social Studies (2020)

- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected worlds.

3rd Grade Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, Students with 504s, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>¡Empezamos en la escuela!</p> <ul style="list-style-type: none"> • Greetings • Colors • Numbers • Alphabet • Days of the week • Months of the Year • Season FALL • Classroom Life • Community • Character 	<p>35 minutes per week for 13.5 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Skill Scaffolding: reading, writing, speaking, listening comprehension • Modeling • Kinesthetic activities <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Individual research or presentation • Skill Scaffolding: reading, writing, speaking, listening comprehension • Provide choices of modes working 	<p><u>NJSLS</u> 7.1.NL.IPRET.1-4 7.1.NL.IPERS.1-6 7.1.NL.PRSNT.1-4 9.4.2.GCA.1 9.4.2.CI.1-2 9.1.2.CR.1 CRLKSP 1,4,5,8,9</p>	<ul style="list-style-type: none"> • observations • questioning • Character education activities • discussion • student response • exit ticket • successful completion of classwork <ul style="list-style-type: none"> • diagrams • matching • puzzles • writing • reading
<p>¡Continuamos en la comunidad!</p> <ul style="list-style-type: none"> • Weather • Family • House • Human body • Winter 	<p>35 minutes per week for 12 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Musical activities • Verbal Cues & Prompts • Manipulatives 	<p><u>NJSLS</u> 7.1.NL.IPRET.1-4 7.1.NL.IPERS.1-6 7.1.NL.PRSNT.1-4 9.4.2.CT.1 9.4.2.GCA.1 9.4.2.CI.1-2 9.1.2.CR.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • observations • questioning • self-assessment • discussion • student response

<ul style="list-style-type: none"> • Character • Community • Activities/verbs 		<p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Skill Scaffolding: reading, writing, speaking, listening comprehension • Provide choices of modes working • Additional related reading • Additional related writing 	CRLKSP 1,4,5,8,9	<ul style="list-style-type: none"> • thematic units of study • successful completion of classwork <ul style="list-style-type: none"> • diagrams • matching • puzzles • writing • reading
<p>¡Celebramos el mundo!</p> <ul style="list-style-type: none"> • Character • Community • Fairy Tales • Spring • Summer • Foods • Activities/verbs 	35 minutes per week for 13.5 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Repetition • Grouping • Rephrasing • Visual Learning • Online resources <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Individual research or presentation • Skill Scaffolding: reading, writing, speaking, listening comprehension • Provide choices of modes working • Real world scenarios and problem solving • Online resources 	<p><u>NJSLS</u> 7.1.NL.IPRET.1-4 7.1.NL.IPERS.1-6 7.1.NL.PRSNT.1-4 9.4.2.GCA.1 9.4.2.CI.1-2 9.1.2.CR.1 CRLKSP 1,4,5,8,9</p>	<ul style="list-style-type: none"> • Teacher observation • questioning • self-assessment • students will sing songs • character education activities • student response • exit ticket • successful completion of classwork <ul style="list-style-type: none"> • diagrams • matching • puzzles • writing • reading

4th Grade Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, Students with 504s, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Empezamos</p> <ul style="list-style-type: none"> Classroom rules and expectations Buenos Días/Buenas Tardes songs Alphabet Vowels Cognates 	<p>45 minutes 2x's a week for 11 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Scaffolding Rephrasing Visual learning <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Individual presentation Provide choices of modes working 	<p><u>NJSLS</u> 7.1.NM.IPRET.1 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.PRSNT.2 9.4.5.CI.3 9.4.5.GCA.1 9.4.5.IML.6 9.4.5.TL.4 CRLKSP 1,4,5,8,9</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Classwork Oral Presentations Name Spelling: using Spanish Alphabet Homework: Alphabet and Vowels song. <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> Quiz- Cognates-Spelling Unit Test- Empecemos
<p>La Familia</p> <ul style="list-style-type: none"> Family Relationships Gender A Comer! Familia: Book 	<p>45 minutes 2x's week for 8 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Note taking/Notebook review Teacher modelling Use of online resources 	<p><u>NJSLS</u> 7.1.NM.IPRET.2 7.1.NM.IPRET.4 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 9.4.5.CI.3</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Entry/Exit tickets: Write family members names/relationships and discuss

		<p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Student Driven Project • Independent study 	<p>9.4.5.GCA.1 9.4.5.IML.6 9.4.5.TL.4 CRLKSP 1,4,5,8,9</p>	<p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Project Based Assessment- Family Tree Poster Gallery with oral presentation • Quiz: Masculine o Feminine
<p>El Calendario</p> <ul style="list-style-type: none"> • Numbers/Counting • Days and Months • Seasons and Weather 	<p>45 minutes 2x's a week for 7 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Teacher Modelling • Extra Time • Multimedia Teaching <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Inquiry Based instruction <p>create and perform dialogues</p>	<p><u>NJSLS</u> 7.1.NM.IPRET.3 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 9.4.5.CI.2 9.4.5.CI.3 9.4.5.GCA.1 9.4.5.IML.6 9.4.5.TL.4 CRLKSP 1,4,5,8,9</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Homework assignments and in-class discussion on Los días de la semana & Los meses • Small group activities on counting and numbers <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Quiz- create and perform dialogues on the seasons and weather. • Unit Test - El Calendario
<p>El Cuerpo</p> <ul style="list-style-type: none"> • Parts of the body • The verb Doler • Las Partes del cuerpo Video Rockalingua 	<p>45 minutes 2x's a week for 6 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Allow errors • Oral and written assignments • Small group instruction 	<p><u>NJSLS</u> 7.1.NM.IPRET.3 7.1.NM.IPRET.5 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 9.4.5.CI.3 9.4.5.GCA.1 9.4.5.IML.6</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Group and cooperative work • Simon Dice: Me duele... • Classwork assignments <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Quiz: Parts of the body

		<p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Create and perform dialogues • Additional activities 	<p>9.4.5.TL.4 CRLKSP 1,4,5,8,9</p>	
<p>La Comida</p> <ul style="list-style-type: none"> • Vocabulary • Like/Dislike • Colors 	<p>45 minutes 2x's a week for 7 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Internet Games • Guided Practice <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Skits • Elevated vocabulary 	<p><u>NJSLS</u> 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.4 9.4.5.CI.3 9.4.5.GCA.1 9.4.5.IML.6 9.4.5.TL.4 CRLKSP 1,4,5,8,9</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Oral Presentations: En el Restaurante • Homework: ¿Que comiste? <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Quiz: ¿Qué te gusta comer? • Benchmark Assessment-cumulative test revisiting themes from the course.

5th Grade Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, Students with 504s, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>A Principio</p> <ul style="list-style-type: none"> Classroom rules and expectations Review: Calendar, Greetings, Time, Gender Vocabulary: The Classroom 	<p>45 minutes 2x's a week for 11 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Scaffolding Cooperative Learning Groups Internet Games <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Create and perform dialogues 	<p><u>NJSLS</u> 7.1.NM.IPRET.2 7.1.NM.IPRET.4 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 9.4.5.CI.3 9.4.5.GCA.1 9.4.5.IML.6 9.4.5.TL.4 CRLKSP 1,4,5,8,9 1.2.5.Cn10b</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Homework: El calendario, El tiempo Classwork: Scavenger Hunt- Encuentra los utensilios de la clase. <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> Unit test/ review: Calendario y Las cosas de la Clase- Assessing reading, writing, listening skills
<p>La Ropa</p> <ul style="list-style-type: none"> Vocabulary: Clothing The verbs Tener, Llevar & Comprar 	<p>45 minutes 2x's week for 9 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Use of prompts Allow errors Visual Learning 	<p><u>NJSLS</u> 7.1.NM.IPRET.1 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.PRSNT.2 9.4.5.CI.3</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Homework: ¿Que llevas? Class discussion: Correcto o Incorrecto on verb usage

		<p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Provide extension activities • Elevated prompts 	<p>9.4.5.GCA.1 9.4.5.IML.6 9.4.5.TL.4 CRLKSP 1,4,5,8,9 9.1.5.FP.2 9.1.5.FP.4 9.1.5.PB.1 1.2.5.Cn10b</p>	<p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Project Based Learning Assessment: Necesito comprar mi traje de fiesta. ¿Me ayudas? <p>How to buy and outfit for a party- research, budget, male and female outfits</p>
<p>La Casa</p> <ul style="list-style-type: none"> • Vocabulary: rooms of the house • The verb Haber: There is/There Are 	<p>45 minutes 2x's week for 10 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Use of Visuals & Multisensory Formats • Notebook Check <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Supplemental Material <p>Mi casa Video-Rockalingua</p>	<p><u>NJSLS</u> 7.1.NM.IPRET.3 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 9.4.5.CI.3 9.4.5.GCA.1 9.4.5.IML.6 9.4.5.TL.4 CRLKSP 1,4,5,8,9 1.2.5.Cn10b</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Group and cooperative work • Oral Presentations- Este es mi cuarto <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • <i>Mi casa</i> - Technology based project: Vamos a comprar una casa- Create and present a description and illustration of your house/room • Vocabulary Quiz
<p>Los estados de Ánimo</p> <ul style="list-style-type: none"> • The verb Estar • Emotions • Location 	<p>45 minutes 2x's week for 5 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Written responses • Chunking of Material 	<p><u>NJSLS</u> 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.5 7.1.NM.PRSNT.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Homework: Google Voice activity

<ul style="list-style-type: none"> Los Sentimientos: Rockalingua Song 		<ul style="list-style-type: none"> Multimedia Instruction <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Alternative Reading/Response Elevated vocabulary Varied work option 	<p>7.1.NM.PRSNT.4 9.4.5.CI.3 9.4.5.GCA.1 9.4.5.IML.6 9.4.5.TL.4 CRLKSP 1,4,5,8,9 1.2.5.Cn10b</p>	<ul style="list-style-type: none"> Written reports on how you feel and where you are located using estar Demonstrations- learn the song and present to the 4th graders <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> Alternative Assessment: Small group discussions using the verb estar (listening and speaking)
<p>Las Profesiones</p> <ul style="list-style-type: none"> The verb Ser Vocabulary: Professions Reading: Los Cielos y El Elefante Movie: Gol! 	<p>45 minutes 2x's a week for 4 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Multimedia instruction Guided practice Allow for errors Peer edit/review <p><i>For Enhancement</i></p> <ul style="list-style-type: none"> Supplemental Reading Provide extension activities Multiple levels of questioning 	<p><u>NJSLS</u> 7.1.NM.IPRET.3 7.1.NM.IPRET.5 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 9.4.5.CI.3 9.4.5.GCA.1 9.4.5.IML.6 9.4.5.TL.4 CRLKSP 1,4,5,8,9 1.2.5.Cn10b 6.1.5.HistoryUP.6 6.1.5.HistoryUP.7</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Group and cooperative work Written homework assignments Classroom Interactions-Describe a un amigo de la clase. Vocabulary and predictions for the movie gol! Write an alternative ending to the movie. <p><i>Summative Assessment:</i></p>

				<ul style="list-style-type: none">• Unit Test on Las Profesiones- assessment of reading and writing skills• Quiz on Los Cielis y Elefante reading comprehension of the book• Interviews: ¿De donde eres? Using the verb ser
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