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| **Grade 5** |
| **SUBJECT: World Language - Spanish** |
| **STANDARD:** * **7.1.NML.A-1, 2, 3, 4, 5. 6; B-1, 2. 3. 4. 5; C – 1, 2, 3, 4 All students will be able to communicate in at least one world language in addition to English**
* **8.1.A-B; 8.2 – All students will use computer applications to gather and organize information and to solve problems and develop an understanding of the nature and impact of technology: through different presentations, projects, research and assignments.**
 |
| **Unit 1: All About Me** |
|  | **TRANSFER (How will this apply to their lives?)** |
|  | *Students will be able to independently use their knowledge to…** Review how to greet others in Spanish
* Describe themselves and their family members
* Locate Spanish speaking countries and their capitals on the map
* Compare and contrast clothing styles
 |
| **MEANING** |
| UNDERSTANDINGS * Vocabulary – greetings, expressions of courtesy, classroom commands, family members, clothing
* Characteristics of self – body parts, descriptions
* South American countries
* Clothing styles in Spanish speaking countries
 | ESSENTIAL QUESTIONS* Are you able to converse in Spanish with two classmates?
* Can you create and present a collage describing you?
* Can you describe five characteristics of Argentina?
* What is the traditional dress for the gauchos?
 |
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| **District/School Formative Assessment Plan** | **District/School Summative Assessment Plan** |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.* Teacher Observation
* Classroom participation
* Partner dialogue
 | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.** Teacher made tests
* Teacher made quizzes
* Vocabulary quizzes
 |
| **Alternative Assessments** |
| **Evaluative Criteria** | **Assessment Evidence** |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:4 -Innovating3 - Applying2 - Developing1 - Beginning | **Unit 1 Performance*** **The students will design a clown. They will label the clown using the parts of the body vocabulary. The students write and present a paragraph describing the clown.**
* **Create a collage about self**
* **Role playing**
* **Labeled pictures of family and questions about the pictures**
* **Vocabulary games (Concentration and Bingo)**
* **Geography football game**
* **Research Argentina online; describe five characteristics of Argentina**
 |
| **District Texts** | **District Supplementary Resources** |
|  NA |  Teacher generated worksheetsGamesPosters for class |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  |
| **ELA**3.1.6.D.13.3.6.D.7 | **Math**4.1.6.A.44.3.6.A.1 | **Social Studies**6.4.4.A.4 |
| **21st Century Skills/Career Education**8.1.4.A.28.1.4.B.7 | **Technology**9.1.4.A.29.1.4.B.39.2.4.B.29.2.4.C.2 |  |
| **Modifications and Accommodations** |
| **Special Education Students****Small group****Direct instruction****restate/rephrase****graphic organizers****modified assignments****chunking****intentional grouping****extended time** | **English Language Learners****Labels****word banks****visuals****student friendly definitions****extended time****chunking****intentional grouping** | **Students at Risk of School Failure** **graphic organizers****modified assignments****kinesthetic activities****restate/rephrase****chunking****intentional grouping** |
| **Gifted and Talented****leadership roles****intentional grouping****Targeted learning from assessment** | **Students with 504 Plans****breaks****chunking****preferential seating****visual reminders****restate/rephrase** |  |
| **Unit Duration: Instructional Days** |
| *13 weeks* |

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 |
| **Unit 2: My World** |
|  | **TRANSFER (How will this apply to their lives?)** |
|  | *Students will be able to independently use their knowledge to…** Learn the vocabulary for school, community, and home life
* Discuss activities they like and dislike
* Learn about celebrations and holidays in Spanish speaking countries
 |
| **MEANING** |
| UNDERSTANDINGS * School, home, and community life vary according to culture
* Holidays and celebrations that are universal are observed according to your culture
 | ESSENTIAL QUESTIONS* What is school like in Argentina?
* What types of homes do people in Argentina live in?
* What holidays are special in Argentina?
 |
|
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| **Alternative Assessments** |
| **Evaluative Criteria** | **Assessment Evidence** |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:4 -Innovating3 - Applying2 - Developing1 - Beginning | **Unit 2 Performance*** **Students will create a dictionary of activities and pastimes. They will use the computer to generate the pictures and the vocabulary words. This will be turned into a book.**
* **Oral presentations**
* **Sing holiday songs**
* **Holiday art activities**
* **Read Holiday books**
 |
| **District Texts** | **District Supplementary Resources** |
|  NA |  Teacher generated worksheetsGamesPosters for class |
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| **ELA**3.1.6.D.13.3.6.D.7 | **Math**4.1.6.A.44.3.6.A.1 | **Social Studies**6.4.4.A.4 |
| **21st Century Skills/Career Education**8.1.4.A.28.1.4.B.7 | **Technology**9.1.4.A.29.1.4.B.39.2.4.B.29.2.4.C.2 |  |
| **Modifications and Accommodations** |
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| **Gifted and Talented****leadership roles****intentional grouping****Targeted learning from assessment** | **Students with 504 Plans****breaks****chunking****preferential seating****visual reminders****restate/rephrase** |  |
| **Unit Duration: Instructional Days** |
| *13 weeks* |

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 |
| **Unit 3: All Around Us** |
|  | **TRANSFER (How will this apply to their lives?)** |
|  | *Students will be able to independently use their knowledge to…** Expand vocabulary for insects, animals, and plants
* Explore aspects of the rainforest
* Learn more about artists and musicians of Spanish speaking countries
 |
| **MEANING** |
| UNDERSTANDINGS * The influence of cultures on today’s world
* Music and art are a reflection of individual cultures
* Components of the reflection of individual cultures
 | ESSENTIAL QUESTIONS* What evidence of the Maya, Inca, and Aztec influence do we find in modern Central America?
* How does music reflect Argentine culture?
* What products come from the Amazon rainforest?
 |
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 |
| **Alternative Assessments** |
| **Evaluative Criteria** | **Assessment Evidence** |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:4 -Innovating3 - Applying2 - Developing1 - Beginning | **Unit 3 Performance*** **Students will research the Inca. They will draw a picture of an ancient city and describe what life would be like in that city. The drawing and paragraph will be presented to the class.**
* **Sing songs**
* **Vocabulary games**
* **Read books**
* **Identify/label pictures**
* **Flashcards**
* **Charades**
 |
| **District Texts** | **District Supplementary Resources** |
|  NA |  Teacher generated worksheetsGamesPosters for class |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  |
| **ELA**3.1.6.D.13.3.6.D.7 | **Math**4.1.6.A.44.3.6.A.1 | **Social Studies**6.4.4.A.4 |
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| **Modifications and Accommodations** |
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| **Gifted and Talented****leadership roles****intentional grouping****Targeted learning from assessment** | **Students with 504 Plans****breaks****chunking****preferential seating****visual reminders****restate/rephrase** |  |
| **Unit Duration: Instructional Days** |
| *13 weeks* |