

**Summit Public Schools
Summit, New Jersey
Grade Level: 5th Grade/ Content Area Spanish
August 2023**

Overview:

Through thematic units, students will expand their skills in speaking, listening, reading, and writing while developing a deeper cultural awareness of the Spanish speaking world. Students will develop a functional command of words and phrases that deal with immediate needs and common everyday situations which can also be used for traveling in limited situations. Students will demonstrate comprehension of simple questions and statements about family, residence, self, weather, clothing and interests. The content expansion includes the use of familiar words and phrases applicable with common commands, frequent instructions, and courtesy interchanges.

Unit 1: Common Phrases

All students will be able to use a world language to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

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

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

Big Ideas: *Course Objectives/ Content Statement(s)*

In this unit students will be able to have a basic conversation using greetings and introductions, as well as interpreting feedback and following specific classroom instructions.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
● Am I able to communicate in a language that is not my native language? ● How do people in Spanish speaking countries greet each other? ● How can I introduce myself in Spanish? ● How do learners introduce and request essential information from each other? ● How am I and my peers different or alike? Do I share similarities with the people around me? ● Can I express my needs in the target language?	Students will understand that... ● Sharing information about themselves in the target language is essential in our daily interactions. ● To recall/share personal information about themselves in 1st person. ¿Cómo te llamas? ¿Cuándo es tu cumpleaños? ¿Quién es tu atleta favorito? ¿Cuál es tu color favorito? ¿Qué te gusta? ¿Dónde vives? ● Speaking and writing are not the only forms of communication. Listening and reading play an important role in building relationships with our peers. Students will identify describing information in the 3rd person. Tiene/Es/Su and

• Can I follow commands in the target language and request them as needed?	asking classmates questions: ¿Tienes 10 años?, ¿Tienes un perro? ¿Te gusta el fútbol? ¿Te gusta el invierno?, ¿Vives en Summit? • Advocating for themselves in order to ease the challenges of learning a new language. Students will use prompts and commands to help them ease understanding in the 3rd person ex: repite/comprendes • Students will identify and use commands, ask questions and use phrases for checking in to facilitate classroom instruction. Ex: ¿Comprendes? Comprendo/No comprendo ¿Entiendes? Entiendo/ No entiendo ¿Necesitas ayuda? Necesito ayuda/No necesito ayuda, ¿Tienes un problema? Tengo un problema. No tengo un problema.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: <i>Interpretive</i> • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. <i>Interpersonal</i> • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words,	Instructional Focus: • Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • Identify different phrases to greet according to time of the day. <i>Hola, Buenos días, Buenas tardes, Buenas noches, Hasta mañana, Hasta luego, ¿Cómo te llamas?, Mucho gusto, ¿Cómo estás? ¿Qué tal?</i> • Identify personal information based on a native speaker's video in the 3rd person <i>Ex: Se llama, Tiene, Es, Le gusta, No le gusta, Su cumpleaños es el,</i> <u>Video- Sample</u> • Identify and practice commands and classroom rules in the target language. <i>Vamos, Espera, Rapido, Despacio, Siéntate levántate, pasa, toma y saca, Mira, ten cuidado y atención. Escribe tu nombre, te toca a ti, permiso, haz la cola/fila, Lo siento y por favor.</i> • Review and answer questions about themselves using first person singular. <i>Me llamo..., Tengo..., Soy..., Me gusta..., No me gusta...,</i> • Students will practice asking their classmates

phrases, and simple memorized sentences that are supported by gestures and visuals.

- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

Presentation

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

Career-Ready Practices

- CRP1:** Act as a responsible and contributing citizen and employee.
- CRP2:** Apply appropriate academic and technical skills.
- CRP3:** Attend to personal health and financial well-being.
- CRP4:** Communicate clearly and effectively and with reason.
- CRP5:** Consider the environmental, social and economic impacts of decisions.
- CRP6:** Demonstrate creativity and innovation.
- CRP7:** Employ valid and reliable research strategies.
- CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9:** Model integrity, ethical leadership and effective management.
- CRP10:** Plan education and career paths aligned to personal goals.

questions and answering questions about themselves. [La Ruleta- Questions](#)

Instructional Strategies:

Interpretive:

Read short dialogues with different greetings/goodbyes.

[Dialogue - Practice exercises](#)

≡ Dialogo

Watch and listen to a native speaker introduce themselves and answer questions about them.

▶ Learn Spanish - PRESENTARSE (Introduce your...

▶ Estudiantes ELE A1 - Un argentino en España

Students play ***Simon Dice, Beach Balls, Yo tengo ¿Quién tiene?, Matamoscas*** using commands for instruction and classroom rules.

Interpersonal:

In pairs, students practice saying the greetings and parting phrases to each other at different times of the day for

1:30 minutes  Greetings and farewells

In pairs, students engage in a brief introductory conversation asking for their name, birthday and age of their partner, etc.... Ruleta questions and answers

[La Ruleta- Questions](#)

In pairs or with the teacher, pretend you are in a Spanish-speaking city and need to greet a new person. State your first and last name, give birthdate and age, school, phone number and give an appropriate leave taking expression.

Students play a [Scavenger Hunt](#) asking each other introductory questions.

Students pretend to be a different classmate and answer questions in an inner and outer circle activity where the inner circle asks the questions and the outer circle answer.

Presentation:

Students will answer introductory questions while playing [La Ruleta- Link](#)

CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	Students answer questions about themselves to review for <i>La Ruleta</i>. Ruleta answers sheet												
Differentiation	Assessments												
Interdisciplinary Connections - Public Speaking: Students will present orally to talk about themselves and others. Technology Integration FlipGrid: Students record themselves greeting each other and parting. - Kahoot - Gimkit - Blooket - Quizzes - Quizlet - Question posters: https://www.teacherspayteachers.com/Product/Question-Words-in-Spanish-Posters-Freebie-4126672 Media Literacy Integration - Students will do a close reading of a dialogue and watch a media video clip and add annotations using FlipGrid. Global Perspectives - Identify different ways in how to introduce, greet and part, along with interactions in the classroom around the world.	Formative Assessments: - La Ruleta, Scavenger Hunt, Simon Dice, Beach Ball commands, Yo tengo, Quién tiene? Matamoscas Summative Assessments, Projects, and Celebrations: - Inner and Outer Circle, Worksheets, Kahoot, Gimkit, Booklet, Quizzes, Quizlet												
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	Organizers	small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need

Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	
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Recommended Texts to Support Unit:

Unit 2: Pen Pal
Unit 2: Personal Introductions/Pen Pal Letter

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Big Ideas:

In this unit, students will develop oral and written communication skills to describe their identity, their physical descriptions, likes and everyday experiences.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
• What ways can we effectively communicate in the target language? • How am I similar and different from my peers? • How do people connect with one another? • How can writing be a powerful form of communication? • How can we express/describe or define the characteristics, and personal preferences of another person? • How diverse is the community we live in?	Students will understand that... • Individuals have similarities and differences. • Speaking is not the only form of communication. • Letter writing is an important skill in expressing ourselves and communicating with others. • Personal identity is developed through experiences that occur within one's family, one's community and culture at large. • Not all families are the same. • Letter writing in spanish also needs a date, greeting, body, and closing (fecha D/M/A, saludo, cuerpo, despedida) • When describing themselves use 1st person; When describing family use 3rd person.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: <i>Interpretive</i> • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.	Instructional Focus: • Present personal information • Understand important information from a letter Letter Sample • Write about their name, birthday and age Pen Pal Organizer • Describe basic personal information of others using 3rd person singular.

- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

Interpersonal

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

Presentational

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

Career-Ready Practices

Resources

3rd Person Singular- Activity

- Identify family members and their relation to them
[Tengo una familia grande](#)
[La Familia Simpson- Slideshow](#)
[La Familia Simpson - Activity](#)
- Identify sports in the target language. Practice:
Mi deporte favorito es
Me gusta ...
No me gusta ...
También, me encanta ...
[Los deportes- Video](#)
[Los Deportes](#)
- Write basic questions for Pen Pal
[Questions Sample](#)
- Introduce themselves by name using *Me llamo* or *Mi nombre es* and appropriate greetings
- Review numbers 10-100
- [Los Numeros- Activity](#)
- [Los Numeros- Display](#)
-  Mi hijo aprendió a contar con esta canción ...
[Counting by 10s](#)
- Identify themselves by gender and physical characteristics using:
Soy... y Tengo...
- Share birthdays and age using proper word order.
Mi cumpleaños es el ____ de _____.
- Express likes and dislikes using *Me gusta*, *No me gusta*, *Me encanta* in connection with sports, hobbies, pastimes, authors, athletes, singers, select foods or any other previously taught vocabulary.
- Identify favorite color(s), foods, sports, etc. using *Mi color favorito es* or any other previously taught vocabulary using
Mi _____ favorito(a) or the plural form
Mis _____ favoritos(as) son _____.
- Define who they are and what they want others to know about them.
- Connect with grade level peers using Spanish for written communication.

Instructional Strategies:

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Interpretive

- Read and respond to a model letter written by a native speaker:
https://docs.google.com/document/d/1M0Om0BLX5S0-sIggiVfJaO7dNO_KjeBhMmHKKdRWTs/edit
- Identify classmates' interests and identities by reading their letters.
- Identify shared interests through responding to the received letter.
- Locate continents and countries on a map to identify where family is from.

Interpersonal

- Scavenger Hunts - Promote conversation to learn about their peers interests and basic personal information (ie. birthday month, age, physical traits, favorite colors, sports, and food number of siblings/family members).
- Interview a classmate to get to know them.
https://docs.google.com/presentation/d/1uzHNzMQgJXmRNVU4nTWEuF1H2Na0LbW1Xfppi_d0FVdo/edit?usp=sharing
- Initiate a conversation with a classmate sharing your personal information, likes, and family info.
- Respond to a pen pal letter by replying back and interchanging personal information.

Presentational:

- Write a description of self and other students must guess the identity of the student based on the written description.
<https://docs.google.com/presentation/d/15sU4q65K3-dzOEHuUuXYsac0ngkx5U-wOPJLmdZKXY/edit?usp=sharing>
- Role-play a sport/pastime by playing charades
- TPR of sports.
- Introduce a family member to the class by describing their physical characteristics, age, birthdate, likes,

Differentiation	Assessments
Interdisciplinary Connections ● Language Arts-Letter Writing: Students will apply their letter writing skills and review all parts of a friendly letter such as greetings, body and closing. ● Geography-World Map: Students will interpret maps and identify where their families are from (continents and countries) Technology Integration ● Students will use google docs to write their letters. ● Students will use googlemeet to read their letter to a Middle School student or a class. ● Students will use FlipGrid to record their letter and share them with classmates Media Literacy Integration Survey students on how they communicate including email, social media, telephone, and letter. Share personal experiences on how students have built and maintained relationships with people at a distance. ● 21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills ● 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy Global Perspectives ● Identify and discuss other ways to find and connect with pen pals from around the world whether by written means of correspondence or technology	Formative Assessments: ● Compose a letter to send to another 5th grade student. ● Answer family related questions by analyzing family tree: https://rockalingua.com/sites/default/files/w4_3_lafamilia_2.pdf Summative Assessments, Projects, and Celebrations: ● Answer comprehension questions about a model letter written by a native speaker. ● Write a short physical description of oneself.

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Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts to Support Unit:

Unit 3: Mi casa	
All students will be able to use a world language to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> In this unit, students will learn vocabulary related to furniture, rooms of the house and the additional features of a home. They will use the target language to describe homes and redesign a room.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
1. How are houses around the world different or similar?	Students will understand that...

- How does my definition of home compare to that of other students from other cultures? - How does your home meet the needs of your family? - What do you look for when house hunting to meet your needs and wants? - How can I describe my home in the target language?	- There are similarities and differences in the houses that different groups of people in the hispanic world live in - Homes vary based on families' needs and preferences. - Nouns, adjectives, and articles in Spanish are gender and number specific. - Prepositions like “con” “de” and “en” are used to specify the relationships between objects/adjectives and locations.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: <i>interpretive</i> 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. <i>Interpersonal</i> 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.	Instructional Focus: - Identify at least 7 rooms in their own house and identify how many there are in their home using the phrase: Tengo # ____ (room). ☐ La Casa- questions slides ☐ Student Work ☐ La Casa- Actividad de los cuartos-Students - Identify different levels of homes by using ordinal numbers (primer, segundo, tercer, etc piso) ☐ (2)La Casa-Slideshow- Q & A - Identify objects/pieces of furniture found in those rooms. ☐ Los objetos de casa- Grd. 5 ☐ La casa (labeling-Activity) ☐ los objetos y muebles de la casa (1).pdf - Identify adj./noun/ gender/number agreement. - Identify un/una when specifying one piece of furniture ☐ Objetos-un/unos/una/unas ☐ Objetos- un/una En _____ hay _____. ☐ ¿Qué hay en los cuartos? - Identify more ways to describe furniture using adjectives. En _____ hay _____ + adjectives. ☐ Objetos y adjetivos ☐ Adjetivos-home furniture/objects Instructional Strategies: <i>Interpretive:</i>

- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

Presentation

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

Career-Ready Practices

- CRP1:** Act as a responsible and contributing citizen and employee.
- CRP2:** Apply appropriate academic and technical skills.
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- CRP10:** Plan education and career paths aligned to personal goals.
- CRP11:** Use technology to enhance productivity.
- CRP12:** Work productively in teams while using cultural global competence.

- Read and interpret text in different Spanish speaking countries: (include rooms, location, price, etc.) [Casa de Alquiler-República Dominicana](#)
- Interpret authentic video of a home description: <https://www.youtube.com/watch?v=S0irU4fsfA0>
- Gather information to answer comprehension questions using authentic advertisements for homes on the market in Spanish.
- Do a  **Running Dictation** where students illustrate a home using commands.

Interpersonal:

- Compare and contrast your own bedroom in a pair/share activity.
- Draw dictation of a floor plan including rooms and furniture.
- Turn and Talk about photos shared from authentic resources (magazine or internet photos) of different rooms in the house:
 ¿Qué hay en los cuartos? , Casa folders with magazine cut outs.

Presentation:

- Create a house/floor plan based on photos provided and share written descriptions orally using Jamboard
- Create an origami house incorporating all rooms discussed.
- Create a WeVideo/Flipgrid of a walk through and narration of their home.
- Design a room plan for “LOVE IT or LIST IT” project  **Mi casa-Final project**

Differentiation	Assessments												
Interdisciplinary Connections ● Geography-identify home in hispanic countries around the world. ● Making connections between climate, location and how regional needs impact different kinds of homes and buildings around the world. Technology Integration ● Google Earth - Used to explore houses, neighborhoods and communities around the world. Teachers will create a google tour. ● Internet Virtual Tours - Use authentic sites of homes around the world to practice describing rooms and explore cultural differences in homes. ● Guided Tours Photos and 360 View: Use realtor websites to incorporate authentic images of homes currently for sale and estimate prices of homes. Media Literacy Integration ● Authentic resources of homes in Spanish speaking countries. https://www.youtube.com/watch?v=S0irU4fsfA0 Casa en Alquiler-DR Global Perspectives ● Identify differences and similarities of homes around the world.	Formative Assessments: ● Play  La casa divertida to identify objects around the house creating a sentence Ex: En la sala hay/no hay... ● Play  Ay caramba! Casato identify, rooms, furniture, adjectives -Gimkits un/una Gimkit: https://www.gimkit.com/view/6245efd146f9a900231c3663 objects/furniture Gimkit: https://www.gimkit.com/view/62281b87068cdc00232ccc94 los cuartos de la casa Gimkit: https://www.gimkit.com/view/62185043efe4150023c8872c los cuartos de la casa Gimkit: https://www.gimkit.com/view/61e845d189794f002345b7cf Summative Assessments, Projects, and Celebrations: ● Final Casa Project-Students will use https://home.by.me/en/ to create a room with furniture and decorations, then will describe their design using vocabulary learned in this unit. ● Running Dictation Drawing ● Gimkit scores												
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Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading	Modified assessment

	strategies and activities previews, anticipatory guides, and semantic mapping	grading	

Recommended Texts to Support Unit:

Unit 4: La Ropa	
All students will be able to use a world language to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Big Ideas: In this unit, students will develop communicative skills in the target language to describe clothing worn by different people around the world including themselves. In addition, they will talk about seasons and weather and how they directly relate to what people wear and how they determine fashion needs and/or trends.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
- How does culture influence the way you dress? - How do people dress in Spanish-speaking countries? - How does climate play a role in choosing what you wear? - What role does the language play when describing clothing in the target language? - What clothing do you need, want, and have? - How would I dress for different occasions?	Students will understand that... - Clothing worn around the world varies among and within cultures. - Seasons and weather conditions affect what we wear. - Nouns, adjectives, and articles in Spanish are gender and number specific. - Ordinal numbers are important when referring to a sequence. - Vocabulary related to clothing can help us communicate about ourselves and others - Day to day activities will determine how you dress for each occasion.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons (objectives)
Students will: <i>Interpretive</i> • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. <i>Interpersonal</i> • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. • 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in	Instructional Focus: In the target language students will be able to... • Identify the four seasons and the weather that is characteristic of each season around the world. 📄 Actividad: Quizlet- Las estaciones y el tiem... 📄 La ropa- Vocabulary and Kahoot! activity ... 📄 La Ropa Grade 5 Resources.pdf 📄 La Ropa- Grade 5 • Describe different articles of clothing and accessories by color, size and other attributes. • Classify clothing based on weather and occasion. https://jamboard.google.com/d/1xeMB9pXXJ28mj6l6NMIBFGC9P-fUH6B_rYBQFfAPbKc/edit?usp=sharing • Write sentences using the correct word order and gender agreement when adding adjectives. 📄 La Ropa- Actividad Grade 5 Instructional Strategies: <i>Interpretive:</i> • Analyze clothing worn by hispanic celebrities. • 📄 Celebrities-qué ropa y accesorios lleva? • 📄 Ropa- MÁS ADJETIVOS -Lesson • Describe clothing and identify season based on visuals: https://docs.google.com/presentation/d/16txcAf7cUM3t07fkOaE2tcaeHo56MQqQHIfflAfg5U/edit?usp=sharing https://www.youtube.com/watch?v=axS6HqTcIuU https://www.youtube.com/watch?v=mv2YNE_PJGY

one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Presentation

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

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

- <https://www.youtube.com/watch?v=T4iAXX0wgL8>
- Read and interpret the text based on weather
https://docs.google.com/document/d/1VG28i3TvMTp6zf0Lftkuil_N_6vF4WFnlqD3yVdfYJI/e/dit
- Examine typical clothes, traditional and modern, worn in different Spanish speaking countries and compare and contrast. (Teachers-choose your own country of interest)
- Students illustrate based on the description
 La Ropa Describir.pdf

Interpersonal

- Describe the color, size and attributes of different articles of clothing you and a partner are wearing.
- Turn and Talk: Describe classmates' clothes to a partner and the other must guess which classmate it is.
- Read and discuss text based on weather:
https://docs.google.com/document/d/1VG28i3TvMTp6zf0Lftkuil_N_6vF4WFnlqD3yVdfYJI/e/dit
- Pair Share: Provide an oral description of an outfit from a magazine to a partner and see if their drawing matches.

Presentation:

- Students use the [GAP](#) website to add clothing to carts to review vocabulary.
- Share out the outfit the student is wearing that day and describe the clothing of a peer at their table.
- In small groups share favorite outfit cutouts from magazines and describe the items in each picture.
- Present your fashion line for Project Runway Latin America.

Differentiation	Assessments
Interdisciplinary Connections ● Art - Students will make connections with art by drawing the articles of clothing. ● Geography-The impact of weather, seasons and geographical location with respect to appropriate clothing in different countries. ● Language Arts Speaking and Listening-Presentation of Knowledge and Ideas. Technology Integration ● Use online programs to practice vocabulary. Kahoot Gimkit Quizizz Booklet Rockalingua Youtube videos ● Create a presentation of their clothing line Google Slides Media Literacy Integration ● Fashion show videos: Students watch fashion videos and describe the outfits and identify the season https://www.youtube.com/watch?v=axS6HqTcIuU https://www.youtube.com/watch?v=mv2YNE_PJGY https://www.youtube.com/watch?v=T4iAXX0wgL8 ● https://rockalingua.com/songs/weather-easy-version ● GAP website: https://www.gap.es/ Students use the website to create a wardrobe. Global Perspectives ● Identify clothing based on everyday needs and preferences around the world. ● Compare and contrast clothing worn in different Spanish speaking countries.	Formative Assessments: ● Describing typical clothes worn during each of the four seasons. ● Written description using 1st and 3rd person of clothing worn on that day. ● Create an outfit for an occasion  La Ropa- Activity Summative Assessments, Projects, and Celebrations: ● Write and model or illustrate description of clothing line. ● Oral presentation of one outfit from their clothing line.

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Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts to Support Unit:

Pen Pals



When was the last time you wrote a letter? Most forms of communication today are driven by technology and it seems we've lost the art of letter writing. We often write to share a moment or a photograph, make plans or exchange short pieces of information. Can you think of a time when you picked up a pen and paper to write to another person about your life, family, and friends?

It's your last year in elementary school and next year you will be meeting new classmates from a different school all over Summit. What do you want other students to know about you? What do you think is important to share? What would you like to know about your future peers?

You will need to write a letter to another 5th grade student from another school in Summit. Your letter will include information such as: name, birthday, the school you attend, your family, what you look like and your likes and dislikes. We will then exchange letters with another class and you will be responsible for reading a letter from another student and responding to him/her.

LOVE IT OR LI\$T IT



Have you ever seen HGTV's *LOVE IT OR LI\$T IT*? A designer and realtor are given the challenge of redesigning a family's home or finding them a new one. The designer and realtor compete to get the family to "love it or list it."

Well, congratulations, you are the designer for your home! You want your family to "love it!" You need to work your magic to redesign any room in your house so it doesn't get "listed." If you could change or add anything to your house, what would it be? Would you redesign the bedroom, the family room, the basement or build a realistic addition to the house?

You have unlimited resources to build the home of your dreams for you and your family. Your job is to redesign a room or build an addition with a written description that includes all the furniture, the decoration and any additional features. Make your family stay in your house. They need to "Love it"...not "List it!"

project **RUNWAY** L a t i n A m e r i c a

What type of clothing do you think of when I say Adidas, Armani, North Face, Juicy Couture, Roxy or Gap? Different clothing lines make clothes for different purposes. Some make clothes for playing sports or doing outdoor activities, others make clothes for formal occasions or casual clothes for everyday wear. People buy clothes from certain stores based on their likes, the trends, their budget, the style of a certain designer or because they need the clothes for a specific activity.

Your team wants to win Project Runway Latin America. Your task is to create a fashion line for 2024 which includes an outfit for each season. First, you should decide if your clothing line will be active, formal, or casual wear. Your fashion line must include examples of designs from all four seasons, summer, fall, winter and spring. Be sure to think about the accessories and items that will accompany each outfit and consider the colors you want to use. Once you name your clothing line and design the four outfits, your team will present it at the finale of Project Runway Latin America.

<https://youtu.be/ajXHXsC3r-g>