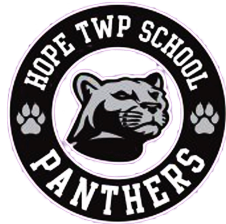


# Belvidere Clusterwide Curriculum



**World Languages**

**Grade 5**

**Updated Summer, 2024**

**All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.**

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**Timm Gast**

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UNITS	Duration	Essential Questions:
Unit 1: Introductory Conversation	6 class sessions	1.
Unit 2: Dia de los Muertos	2 class sessions	1.
Unit 3: Family	8 class sessions	1.
Unit 4: Navidad and Three Kings Day	3 class sessions	1.
Unit 5: Body and Health	4 class sessions	1.
Unit 6: Calendar and Weather	6 class sessions	1.
Unit 7: Telling Time	6 class sessions	1.
Unit 8: Cinco de Mayo	2 class sessions	1.
Unit 9: Review	2 class sessions	1.

## Student Learning

### Career Education (NJDOE CTE Clusters)

#### 21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

#### Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 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.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
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#### Reading and Writing Companion Standards:

##### Language Domain

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##### Reading Domain:

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##### Speaking and Listening Domain:

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#### Modifications and Accommodations:

##### Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format

- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials
  
- **ELL**
- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms
  
- **At Risk**
- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides

- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials
  
- **Gifted and Talented**
- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products\_\_\_\_\_
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- **504**
- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments

- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

## Unit 1 Overview: Introductory Conversations

**Unit 1 Summary:**

**Essential Questions:**

**Knowledge:**

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### **New Jersey Student Learning Standards** **(Please Bold all Climate related standards met throughout all Units)**

**New Jersey Student Learning Standards: World Languages**

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**Interdisciplinary Connections:**

- 
- 

**Performance Expectations**

- 

### **Unit 1 Student Learning Objectives**

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### **Unit 1 Assessments**

**Formative Assessments**

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**Summative Assessments**

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**Benchmark Assessments**

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-

**Alternative Assessment:**

- 

**Performance Tasks/Use of Technology:**

- 

**Supplemental Materials/References/Links**



## Unit 2 Overview: Dia de Los Muertos

**Unit 2 Summary:**

**Essential Questions:**

**Knowledge:**

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### New Jersey Student Learning Standards

**New Jersey Student Learning Standards: Science**

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**Interdisciplinary Connections:**

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**Performance Expectations**

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### Unit 2 Student Learning Objectives

### Unit 2 Assessments

**Formative Assessments**

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**Summative Assessments**

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**Benchmark Assessments**

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**Alternative Assessment:**

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**Performance Tasks/Use of Technology:**

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**Supplemental Materials/References/Links**

## Unit 3 Overview: Family

**Unit 3 Summary:**

**Essential Questions:**

**Knowledge:**

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### New Jersey Student Learning Standards

**New Jersey Student Learning Standards: Science**

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**Interdisciplinary Connections:**

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**Performance Expectations**

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### Unit 3 Student Learning Objectives

### Unit 3 Assessments

**Formative Assessments**

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**Summative Assessments**

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**Benchmark Assessments**

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**Alternative Assessment:**

- 

**Performance Tasks/Use of Technology:**

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**Supplemental Materials/References/Links**

## Unit 4 Overview: Navidad and Three Kings Day

**Unit 4 Summary:**

**Essential Questions:**

**Knowledge:**

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### New Jersey Student Learning Standards (Please Bold all Climate related standards met throughout all Units)

**New Jersey Student Learning Standards: World Languages**

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**Interdisciplinary Connections:**

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- 

**Performance Expectations**

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### Unit 4 Student Learning Objectives

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### Unit 4 Assessments

**Formative Assessments**

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**Summative Assessments**

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**Benchmark Assessments**

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**Alternative Assessment:**

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**Performance Tasks/Use of Technology:**

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**Supplemental Materials/References/Links**

## Unit 5 Overview: Body and Health

**Unit 5 Summary:**

**Essential Questions:**

**Knowledge:**

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### **New Jersey Student Learning Standards** **(Please Bold all Climate related standards met throughout all Units)**

**New Jersey Student Learning Standards: World Languages**

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**Interdisciplinary Connections:**

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**Performance Expectations**

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### **Unit 5 Student Learning Objectives**

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### **Unit 5 Assessments**

**Formative Assessments**

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**Summative Assessments**

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**Benchmark Assessments**

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**Alternative Assessment:**

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**Performance Tasks/Use of Technology:**

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**Supplemental Materials/References/Links**



## Unit 6 Overview: Calendar and Weather

**Unit 6 Summary:**

**Essential Questions:**

**Knowledge:**

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### New Jersey Student Learning Standards

**New Jersey Student Learning Standards: Science**

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**Interdisciplinary Connections:**

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**Performance Expectations**

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### Unit 6 Student Learning Objectives

### Unit 6 Assessments

**Formative Assessments**

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**Summative Assessments**

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**Benchmark Assessments**

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**Alternative Assessment:**

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**Performance Tasks/Use of Technology:**

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**Supplemental Materials/References/Links**

## Unit 7 Overview: Telling Time

**Unit 7 Summary:**

**Essential Questions:**

**Knowledge:**

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### New Jersey Student Learning Standards

**New Jersey Student Learning Standards: Science**

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**Interdisciplinary Connections:**

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- 

**Performance Expectations**

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### Unit 7 Student Learning Objectives

### Unit 7 Assessments

**Formative Assessments**

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**Summative Assessments**

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**Benchmark Assessments**

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**Alternative Assessment:**

- 

**Performance Tasks/Use of Technology:**

- 

**Supplemental Materials/References/Links**

## Unit 8 Overview: Cinco de Mayo

**Unit 8 Summary:**

**Essential Questions:**

**Knowledge:**

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### **New Jersey Student Learning Standards**

**(Please Bold all Climate related standards met throughout all Units)**

**New Jersey Student Learning Standards: World Languages**

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**Interdisciplinary Connections:**

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**Performance Expectations**

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### **Unit 8 Student Learning Objectives**

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### **Unit 8 Assessments**

**Formative Assessments**

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**Summative Assessments**

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**Benchmark Assessments**

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**Alternative Assessment:**

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**Performance Tasks/Use of Technology:**

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**Supplemental Materials/References/Links**

# Unit 9 Overview: Review

**Unit 9 Summary:**

**Essential Questions:**

**Knowledge:**

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## **New Jersey Student Learning Standards** **(Please Bold all Climate related standards met throughout all Units)**

**New Jersey Student Learning Standards: World Languages**

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**Interdisciplinary Connections:**

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**Performance Expectations**

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## **Unit 9 Student Learning Objectives**

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## **Unit 9 Assessments**

**Formative Assessments**

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**Summative Assessments**

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**Benchmark Assessments**

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**Alternative Assessment:**

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**Performance Tasks/Use of Technology:**

- 

**Supplemental Materials/References/Links**