

# Moonachie School District World Languages Curriculum: Grades 3-5

New Jersey Student Learning Standards for World Languages

Born On: August 23, 2022  
Re-Adopted: August 26, 2025

**7. WORLD LANGUAGES: Grades 3-5**

**PROFICIENCY LEVEL: Novice Mid**

**DISCIPLINARY CONCEPT: Interpretive Mode Of Communication**

**Pacing: 60 days**

**Core Idea:** Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

**Intercultural Statements:**

Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

Possible Topics: Family, school supplies and routines, pets, weather.

Learners recognize and identify a few typical practices of the target culture.

Possible Topics: Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.

**Performance Expectations:**

- 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.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Sports: futbol, voleibol, béisbol, baloncesto, tenis, natación Routines: parque, restaurante, escuela, biblioteca, panadería, tienda, supermercado, calle, avenida, casa, apartamento.	SWBAT respond orally in simple phrases and sentences with the targeted activities  PRACTICES: Communicate, Cultures, Connections Comparisons,	<b>Grade 3:</b> Sports Activities (Soccer) <ul style="list-style-type: none"> <li>● Video clips from other countries discussions</li> <li>● Cultural discussions about sports in Spanish speaking countries</li> <li>● Basic comprehension questions on sports</li> </ul> Routines after school (Home/School) <ul style="list-style-type: none"> <li>● Places around town</li> <li>● Drawing or labeling a map (local or not)</li> </ul>	<b>Benchmark Assessment:</b> Listening & Comprehension Check, Performance-Based Benchmark, Vocabulary Recognition Task, Gesture & Cultural Practice Check  <b>Formative Assessment:</b> Teacher Observation, Oral questioning, Exit

		<ul style="list-style-type: none"> <li>● Create a map with their own places</li> <li>● Comparing and contrasting (Venn Diagram) between local and foreign country routines and places</li> </ul> <p><b>Grade 4:</b> Sports Activities (Baseball)</p> <ul style="list-style-type: none"> <li>● Video clips from other countries discussions</li> <li>● Cultural discussions about sports in Spanish speaking countries</li> <li>● Basic comprehension questions on sports</li> </ul> <p>Routines after school (Home, School, Store)</p> <ul style="list-style-type: none"> <li>● Places around town</li> <li>● Drawing or labeling a map (local or not)</li> <li>● Create a map with their own places</li> </ul> <p><b>Grade 5:</b> Sports Activities (Basketball)</p> <ul style="list-style-type: none"> <li>● Video clips from other countries discussions</li> <li>● Cultural discussions about sports in Spanish speaking countries</li> <li>● Basic comprehension questions on sports</li> </ul> <p>Routines after school (Home, School, store, park, library)</p> <ul style="list-style-type: none"> <li>● Places around town</li> <li>● Drawing or labeling a map (local or not)</li> <li>● Create a map with their own place</li> </ul>	<p>tickets, Whiteboard responses, Flashcard checks, Interactive digital tools (Peardeck, Boom Cards, Kahoot, Flipgrid), Thumbs up/down, Response cards</p> <p><b>Summative Assessment:</b> Performance Task, Listening Assessment, Presentational Task, Matching or Labeling Assessment, Cultural Understanding Task</p> <p><b>Alternate Assessment:</b> Drawing or coloring with oral explanation, Pointing or selecting responses instead of verbal production, One-on-one teacher conference, Use of gestures or manipulatives to demonstrate understanding, Picture-based assessments with reduced text, Assistive technology (audio responses, visual supports), Modified task with fewer vocabulary items, Portfolio collection of student work</p>
<p>A la derecha, a la izquierda, al lado, entre, detrás de, delante de, cerca de, lejos de</p>	<p>SWBAT understand and provide basic locations and basic prepositions.</p> <p>PRACTICES: Communicate, Connections</p>	<p><b>Grade 3:</b> Students move around the class based on teacher’s instructions</p> <p><b>Grade 4:</b> Map activity: students use location and prepositions for directions/locate places on a map or city (students receive a blank map and use the teacher’s instructions/directions)</p> <p><b>Grade 5:</b> Map activity: students use location and prepositions for</p>	

		directions/locate places on a map or city (students receive a blank map and use the teacher's instructions/directions)	
Contaminación, medio ambiente, naturaleza, montañas, ríos, océanos y lagos, aire	<p>SWBAT compare and contrast the status of climate change/pollution in Spanish speaking countries.</p> <p>PRACTICES: Communicate, Cultures, Connections Comparisons</p>	<p><b>Grade 3:</b></p> <ul style="list-style-type: none"> <li>● Introduce climate vocabulary</li> <li>● Oral Word Sort: Sort positive and negative climate vocabulary</li> </ul> <p><b>Grade 4:</b></p> <ul style="list-style-type: none"> <li>● Students create a KWL chart on climate change</li> <li>● Venn diagram between US/foreign countries on climate change/pollution</li> </ul> <p><b>Grade 5:</b></p> <ul style="list-style-type: none"> <li>● Chart analysis of various countries</li> <li>● Spanish speaking countries geography</li> <li>● Students create a KWL chart on climate change</li> <li>● Venn diagram between US/foreign countries on climate change/pollution</li> <li>● Costa Rican environmental policies (model country)</li> </ul>	
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>● Youtube videos (sports), local town map, images of locations on google/google earth, venn diagram graphic organizer</li> <li>● Google maps/Google Earth, create own worksheet/map</li> <li>● KWL Chart, Venn diagram organizer, google maps of countries</li> </ul> <p><u>General Materials &amp; Resources</u>  Culturally authentic materials  Venn diagrams to compare and contrast  Weather charts and labels for both English and target language  Drawing paper, crayons, markers, etc. for family drawings  Direction words labeling in classroom in English and target language  Greetings booklet in English and target language  Dictionaries in target language and in English for ELLs</p>		
<b>Interdisciplinary Connections</b>	<p><b>Science (3-5)</b>  4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans.</p>		

	<p><b>Comprehensive Health and Physical Education (3-5)</b> 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p><b>Social Studies (3-5)</b> 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS). 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).</p>
<b>Career Readiness, Life Literacies and Key Skills</b>	<p><b>9.4 Life Literacies and Key Skills</b></p> <ul style="list-style-type: none"> <li>● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).</li> <li>● 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 (e.g., 6.3.5.CivicsPD.3, W.5.7).</li> <li>● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> </ul>
<b>Computer Science and Design Thinking</b>	<p><b>8.1 Computer Science</b></p> <ul style="list-style-type: none"> <li>● 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.</li> </ul>

<b>Modifications</b>				
<b>Multilingual Learners</b>	<b>Special Education</b>	<b>At Risk of School Failure</b>	<b>Gifted and Talented</b>	<b>504</b>
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual	Multimedia	Graphic organizers	Tiered activities	Multimedia
dictionaries/translation	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Think alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Read alouds	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Highlight key vocabulary	Extended time	Counseling	Critical/Analytical thinking	Extended time
Annotation guides	Answer masking		tasks	Answer masking
Think-pair- share	Answer eliminator		Self-directed activities	Answer eliminator
Visual aides	Highlighter			Highlighter
Modeling	Color contrast			Color contrast
Cognates				Parent communication

				Modified assignments Counseling
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## 7. WORLD LANGUAGES: Grades 3-5

PROFICIENCY LEVEL: Novice Mid

DISCIPLINARY CONCEPT: Interpersonal Mode of Communication

Pacing: 60 days

**Core Idea:** Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

### Intercultural Statements:

Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

Possible Topics: Family, food, school supplies, pets, preferences, weather, authentic songs and dances.

Learners recognize and identify a few typical practices of the target culture.

Possible Topics: Respect for different family members and other individuals in a society, school routines and expectations, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the students' own regions.

### Performance Expectations:

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

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Pizza, pollo, carne, pescado, cerdo, postre, helado, chocolate, frutas, vegetales, ensaladas, agua. "Quiero _____" Gracias, por favor	SWBAT order items in a restaurant using basic requests and vocabulary.  SWBAT count and ask "How much? Or How many?" in a shopping setting. (0-100)	<b>Grade 3:</b> <ul style="list-style-type: none"> <li>● Dialogue and role playing</li> <li>● Asking for more food</li> <li>● Asking for water</li> </ul> <b>Grade 4:</b> <ul style="list-style-type: none"> <li>● Restaurant ordering</li> </ul>	<b>Benchmark Assessment:</b> Listening & Comprehension Check, Performance-Based Benchmark, Vocabulary Recognition Task, Gesture & Cultural Practice Check

<p>“¿Cuánto cuesta/Cuánto cuestan _____?”  “Cuesta/Cuestan _____”</p>	<p>PRACTICES: Communicate, Cultures, Connections</p>	<ul style="list-style-type: none"> <li>○ Role playing (waiter/waitress/customer)</li> <li>○ Videos</li> <li>○ Create menus</li> <li>○ Task cards</li> <li>● How much? How many? Activities <ul style="list-style-type: none"> <li>○ Role playing (worker/customer)</li> <li>○ Bingo</li> <li>○ Videos</li> <li>○ Create menus</li> <li>○ Task cards</li> <li>○ Fly swatter competition</li> <li>○ Bizz Buzz</li> </ul> </li> </ul> <p><b>Grade 5:</b></p> <ul style="list-style-type: none"> <li>● Restaurant ordering <ul style="list-style-type: none"> <li>○ Role playing (waiter/waitress/customer)</li> <li>○ Videos</li> <li>○ Create menus</li> <li>○ Task cards</li> </ul> </li> <li>● How much? How many? Activities <ul style="list-style-type: none"> <li>○ Role playing (worker/customer)</li> <li>○ Bingo</li> <li>○ Videos</li> <li>○ Create menus</li> <li>○ Task cards</li> <li>○ Fly swatter competition</li> <li>○ Bizz Buzz</li> </ul> </li> </ul>	<p><b>Formative Assessment:</b> Teacher Observation, Oral questioning, Exit tickets, Whiteboard responses, Flashcard checks, Interactive digital tools (Peardeck, Boom Cards, Kahoot, Flipgrid), Thumbs up/down, Response cards</p> <p><b>Summative Assessment:</b> Performance Task, Listening Assessment, Presentational Task, Matching or Labeling Assessment, Cultural Understanding Task</p> <p><b>Alternate Assessment:</b> Drawing or coloring with oral explanation, Pointing or selecting responses instead of verbal production, One-on-one teacher conference, Use of gestures or manipulatives to demonstrate understanding, Picture-based assessments with reduced text, Assistive technology (audio responses, visual supports), Modified task with fewer vocabulary items, Portfolio collection of student work</p>
<p>Supermercado, carne, huevos, pollo, arroz, verduras, frutas,  “Yo necesito _____”</p>	<p>SWBAT ask/request for items at the supermarket with the proper vocabulary.</p> <p>PRACTICES: Communicate, Cultures, Connections</p>	<p><b>Grade 3:</b></p> <ul style="list-style-type: none"> <li>● Sorting types of food</li> <li>● Making a shopping list</li> </ul> <p><b>Grade 4:</b></p> <ul style="list-style-type: none"> <li>● Supermarket activities <ul style="list-style-type: none"> <li>○ Role playing activities</li> <li>○ Create a shopping list</li> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>○ Online shopping (exploring supermarkets in Spanish, foreign countries)</li> <li>● Scavenger/shopping hunt</li> </ul> <p><b>Grade 5:</b></p> <ul style="list-style-type: none"> <li>● Supermarket activities <ul style="list-style-type: none"> <li>○ Role playing activities</li> <li>○ Create a shopping list</li> <li>○ Online shopping (exploring supermarkets in Spanish, foreign countries)</li> </ul> </li> <li>● Scavenger/shopping hunt</li> </ul>	
Feliz, enojado, hambriento, sediento, “Estoy _____”, Tengo _____”	<p>SWBAT express and react to feelings using adjectives.</p> <p>SWBAT differentiate between two verbs <i>estoy</i> and <i>tengo</i>.</p> <p>PRACTICES: Communicate, Connections</p>	<ul style="list-style-type: none"> <li>● Personal graphic organizer <ul style="list-style-type: none"> <li>○ Web with different feelings</li> </ul> </li> <li>● Polling students on a specific item (foods, etc)</li> <li>● Task cards</li> <li>● Human bingo <ul style="list-style-type: none"> <li>○ Ask/poll students on how they are feeling and they use bingo to mark the box</li> </ul> </li> <li>● Matching and memory games</li> </ul>	
papa/papá, intonation placement for questions, statements, exclamations, acentos.	<p>SWBAT notice and differentiate between the various dialects and intonations and the various accent marks.</p> <p>PRACTICES: Communicate, Cultures, Comparisons,</p>	<p><b>Grade 3:</b></p> <ul style="list-style-type: none"> <li>● Provide/model example of words and their different intonations</li> <li>● Interrogative/question words and their various intonations change meaning</li> </ul> <p><b>Grade 4:</b></p> <ul style="list-style-type: none"> <li>● Provide/model example of words and their different intonations</li> <li>● Interrogative/question words and their various intonations change meaning</li> <li>● Notice and discuss the differences in placement of intonation and stress placement</li> </ul>	

		<ul style="list-style-type: none"> <li>● Dialects <ul style="list-style-type: none"> <li>○ Students share different ways of pronouncing specific words from different countries</li> <li>○ Share videos and clips and notice/discuss differences</li> <li>○ Slang in dialects</li> </ul> </li> </ul> <p><b>Grade 5:</b></p> <ul style="list-style-type: none"> <li>● Provide/model example of words and their different intonations</li> <li>● Interrogative/question words and their various intonations change meaning</li> <li>● Notice and discuss the differences in placement of intonation and stress placement</li> <li>● Dialects <ul style="list-style-type: none"> <li>○ Students share different ways of pronouncing specific words from different countries</li> <li>○ Share videos and clips and notice/discuss differences</li> <li>○ Slang in dialects</li> </ul> </li> </ul>	
<b>Resources/Materials</b>	<p>Youtube clips, bingo cards, task cards, quizlet, graphic organizer, menus, worksheets, fly swatters</p> <p><u>General Materials &amp; Resources</u>  Culturally authentic materials  Venn diagrams to compare and contrast  Weather charts and labels for both English and target language  Drawing paper, crayons, markers, etc. for family drawings  Direction words labeling in classroom in English and target language  Greetings booklet in English and target language  Dictionaries in target language and in English for ELLs</p>		
<b>Interdisciplinary Connections</b>	<p><b>English Language Arts (3)</b>  W.AW.3.1. Write opinion texts to present an idea with reasons and information  SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>		

	<p><b>(4)</b> W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly</p> <p><b>(5)</b> W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly</p>
<b>Career Readiness, Life Literacies and Key Skills</b>	<p><b>9.4 Life Literacies and Key Skills</b></p> <ul style="list-style-type: none"> <li>● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).</li> <li>● 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 (e.g., 6.3.5.CivicsPD.3, W.5.7).</li> <li>● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> </ul>
<b>Computer Science and Design Thinking</b>	<p><b>8.1 Computer Science</b></p> <ul style="list-style-type: none"> <li>● 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.</li> </ul>

<b>Modifications</b>				
<b>Multilingual Learners</b>	<b>Special Education</b>	<b>At Risk of School Failure</b>	<b>Gifted and Talented</b>	<b>504</b>
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments

				Counseling
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**7. WORLD LANGUAGES: Grades 3-5**

**PROFICIENCY LEVEL: Novice Mid**

**DISCIPLINARY CONCEPT: Presentational Mode of Communication**

**Pacing: 60 Days**

**Core Idea:** Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

**Intercultural Statements:**

Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

Possible Topics: Family, food, school supplies, pets, preferences, weather, authentic songs and dances.

Learners recognize and identify a few typical practices of the target culture.

Possible Topics: Showing respect for different family members and other individuals in the target language societies and in the students' own culture, school routines and expectations in the target language societies and in the students' own culture, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the students' own regions.

**Performance Expectations:**

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

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
País, clima, ubicación, idioma, capital, estaciones, cambio climático, medio ambiente, contaminación, inundaciones, huracanes, deshielos.	SWBAT research and present basic information about a country and its respective climate.  PRACTICES: Communicate, Cultures, Connections Comparisons	<b>Grade 3:</b> <ul style="list-style-type: none"> <li>● Show students different countries and what the climate looks like in different countries through a video</li> </ul> <b>Grade 4:</b> <ul style="list-style-type: none"> <li>● Country project (Mexico) <ul style="list-style-type: none"> <li>○ Research basic facts about one of</li> </ul> </li> </ul>	<b>Benchmark Assessment:</b> Listening & Comprehension Check, Performance-Based Benchmark, Vocabulary Recognition Task, Gesture & Cultural Practice Check  <b>Formative Assessment:</b> Teacher

		<ul style="list-style-type: none"> <li>the Spanish speaking countries (location, capital, climate) <ul style="list-style-type: none"> <li>○ Pollution</li> </ul> </li> <li>● Seasonal changes in the countries due to climate change (extreme weather)</li> </ul> <p><b>Grade 5:</b></p> <ul style="list-style-type: none"> <li>● Country project (Dominican Rep) <ul style="list-style-type: none"> <li>○ Research basic facts about one of the Spanish speaking countries (location, capital, climate)</li> <li>○ Pollution</li> </ul> </li> <li>● Seasonal changes in the countries due to climate change (extreme weather)</li> </ul>	<p>Observation, Oral questioning, Exit tickets, Whiteboard responses, Flashcard checks, Interactive digital tools (Peardeck, Boom Cards, Kahoot, Flipgrid), Thumbs up/down, Response cards</p> <p><b>Summative Assessment:</b> Performance Task, Listening Assessment, Presentational Task, Matching or Labeling Assessment, Cultural Understanding Task</p>
<p>Canción, poema, ensayo, diálogo, lectura, actuación, presentación</p>	<p>SWBAT present/record a memorized and rehearsed spoken poem/song/skit.</p> <p>PRACTICES: Communicate, Cultures</p>	<p><b>Grade 3:</b></p> <ul style="list-style-type: none"> <li>● As a whole class, memorize, practice, and rehearse a song/skit.</li> </ul> <p><b>Grade 4:</b></p> <ul style="list-style-type: none"> <li>● Recorded poem/song/skit activity: <ul style="list-style-type: none"> <li>○ Flipgrid individually</li> <li>○ Whole class: record a song</li> <li>○ Record a rehearsed skit</li> </ul> </li> <li>● Traditional/modern songs/poems/skits</li> </ul> <p><b>Grade 5:</b></p> <ul style="list-style-type: none"> <li>● Recorded poem/song/skit activity: <ul style="list-style-type: none"> <li>○ Flipgrid individually</li> <li>○ Whole class: record a song</li> <li>○ Record a rehearsed skit</li> </ul> </li> <li>● Traditional/modern songs/poems/skits</li> </ul>	<p><b>Alternate Assessment:</b> Drawing or coloring with oral explanation, Pointing or selecting responses instead of verbal production, One-on-one teacher conference, Use of gestures or manipulatives to demonstrate understanding, Picture-based assessments with reduced text, Assistive technology (audio responses, visual supports), Modified task with fewer vocabulary items, Portfolio collection of student work</p>
<p><b>Resources/Materials</b></p>	<p>Flipgrid, padlet, websites for research, poem/song/skit, youtube</p> <p><u>General Materials &amp; Resources</u>  Culturally authentic materials  Venn diagrams to compare and contrast  Weather charts and labels for both English and target language</p>		

	<p>Drawing paper, crayons, markers, etc. for family drawings</p> <p>Direction words labeling in classroom in English and target language</p> <p>Greetings booklet in English and target language</p> <p>Dictionaries in target language and in English for ELLs</p>
<b>Interdisciplinary Connections</b>	<p><b>English Language Arts</b></p> <p><b>(3)</b></p> <p>SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail</p> <p>W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.</p> <p><b>(4)</b></p> <p>SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly</p> <p>W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.</p> <p><b>(5)</b></p> <p>SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly</p>
<b>Career Readiness, Life Literacies and Key Skills</b>	<p><b>9.4 Life Literacies and Key Skills</b></p> <ul style="list-style-type: none"> <li>● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).</li> <li>● 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 (e.g., 6.3.5.CivicsPD.3, W.5.7).</li> <li>● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> </ul>
<b>Computer Science and Design Thinking</b>	<p><b>8.1. Computer Science</b></p> <ul style="list-style-type: none"> <li>● 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.</li> </ul>

**Modifications**

Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling