

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

Elementary Spanish

Grade: 5

ABSTRACT

The Grade 5 Spanish curriculum strengthens students' Novice Low proficiency in listening, speaking, reading, and writing through the Interpretive, Interpersonal, and Presentational modes of communication. Students explore thematic units while expanding their vocabulary, literacy skills, and cultural understanding. Through authentic texts, collaborative activities, presentations, and cultural exploration, students develop communication skills while learning about the diverse histories, traditions, and contributions of Spanish-speaking communities. Instruction includes interdisciplinary connections and differentiated learning experiences, with student progress measured through formative, summative, performance-based, and benchmark assessments.

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Grade 5 Spanish

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Unit 1: Reading VOCES/Hispanic Heritage <i>September- November (10 weeks)</i>	Unit 2: Important Figures Including Afro-LatinX, Latinas, etc. <i>December- February (10 weeks)</i>	Unit 3: Clothing <i>March- June (10 weeks)</i>
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	World Language Standards Interpretive Mode/Novice Low: 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	World Language Standards Interpretive Mode/Novice Low: 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	World Language Standards Interpretive Mode/Novice Low: 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. Interpersonal Mode/Novice Low: 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	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. Interpersonal Mode/Novice Low: 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	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. Interpersonal Mode/Novice Low: 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
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	the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. Presentation Mode/Novice Low: 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.	the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. Presentation Mode/Novice Low: 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.	the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. Presentation Mode/Novice Low: 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.
Interdisciplinary Connections: Write out complete NJSLs: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical; Practice</i> • <i>Science;</i>	ELA Companion • NJSLs.RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.	ELA Companion • NJSLs.RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.	ELA Companion • NJSLs.RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

● <i>Visual/Performing Arts</i> - Standard 1; ● <i>Comprehensive Health & PE</i> - Standard 2; ● <i>Social Studies</i> - Standard 6; ● <i>World Languages</i> - Standard 7;	● NJSLS.RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. ● NJSLS.RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. Mathematics NJSLS.5.G.B. Classify two-dimensional figures into categories based on their properties	● NJSLS.RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. ● NJSLS.SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. Mathematics NJSLS.5.G.B. Classify two-dimensional figures into categories based on their properties	● NJSLS.RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. Mathematics NJSLS.5.G.B. Classify two-dimensional figures into categories based on their properties
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: <i>(Must have at least one standard from:</i> ● <i>9.1 Personal Financial Literacy; or</i> ● <i>9.2 Career Awareness, Exploration, Preparation & Training; or</i> ● <i>9.4 Life Literacies & Key Skills)</i>	Life Literacies & Key Skills ● 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. ● 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal	Life Literacies & Key Skills ● 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. ● 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal	Life Literacies & Key Skills ● 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. ● 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal

	likes. 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity	likes. 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity	likes. 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> 8.1 Computer Science; or 8.2 Design Thinking)	Design Thinking 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies. 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.	Design Thinking 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies. 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.	Design Thinking 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies. 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> 9.3 Career and Technical Education)	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	- Reading and writing in other languages is an important skill - Different climates in different countries influence the culture - Each country has its own variation on language, food, culture, etc.	- There are important figures from all countries and cultures. - Afro-Latinos have a double minority to face in their lives. - Important people are not only athletes and celebrities.	- Clothing can tell a story of history and culture. - Clothing is affected by environment and historical influences. - Clothing can express cultural beliefs (covering vs. exposure, etc.).
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	Why is it important to learn about other cultures?	How are differences beneficial to the global	How is clothing affected by environment, culture,

	- How does language help bridge gaps? - Why is reading in another language beneficial?	- community? - Why are certain people's accomplishments overlooked? - How can language acquisition be beneficial to global understanding?	- colonization, etc.? - Why is clothing important to cultural awareness and respect? - How do textiles/clothing express history?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. Formative, 2. Summative, 3. Alternative - Performance/Project) 4. Benchmark)	Formative Assessments - Tests and quizzes - Exit tickets - SMARTBoard mini assessments - Partnering up - Individual and group response - Class participation - Classroom polls - Daily following of Spanish directions Summative Assessments - Individual verbal "presentation" - End of unit projects - Tests and quizzes - Group presentations Alternative Assessments - Group and individual projects - Picture prompted activities - Student choice activity showcasing different modes	Formative Assessments - Tests and quizzes - Exit tickets - SMARTBoard mini assessments - Partnering up - Individual and group response - Class participation - Classroom polls - Daily following of Spanish directions Summative Assessments - Individual verbal "presentation" - End of unit projects - Tests and quizzes - Group presentations Alternative Assessments - Group and individual projects - Picture prompted activities - Student choice activity showcasing different modes	Formative Assessments - Tests and quizzes - Exit tickets - SMARTBoard mini assessments - Partnering up - Individual and group response - Class participation - Classroom polls - Daily following of Spanish directions Summative Assessments - Individual verbal "presentation" - End of unit projects - Tests and quizzes - Group presentations Alternative Assessments - Group and individual projects - Picture prompted activities - Student choice activity showcasing different modes

	• Gallery walks Benchmark Assessments • Based on ACTFL Novice-Low “Can-Do” statements assessing interpersonal speaking, presentational speaking, presentational writing, interpretive listening, and reading.	• Gallery walks Benchmark Assessments • Based on ACTFL Novice-Low “Can-Do” statements assessing interpersonal speaking, presentational speaking, presentational writing, interpretive listening, and reading.	• Gallery walks Benchmark Assessments • Based on ACTFL Novice-Low “Can-Do” statements assessing interpersonal speaking, presentational speaking, presentational writing, interpretive listening, and reading.
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> • Amistad Law • Holocaust Law • LGBTQ/Disabilities Law)	Unit Content • Various countries and their flags and environments • Reading materials • Responses to reading materials Multi-unit content • Numbers and counting • Days of the week • The date • Months of the year • Weather • Seasons • Culture Interpretive Activities • <u>Memory</u>- Students will play memory to match images with written words of vocabulary.	Unit Content • Names of important figures from the Latino culture • History of important figures • Importance of Afro-Latinidad Multi-unit content • Numbers and counting • Days of the week • The date • Months of the year • Weather • Seasons • Culture Interpretive Activities • <u>Memory</u>- Students will play memory to match images with written words of vocabulary. • <u>Matching</u>- Students will draw	Unit Content • Clothing vocabulary • Importance of different styles in textiles • Importance of clothing in culture Multi-unit content • Numbers and counting • Days of the week • The date • Months of the year • Weather • Seasons • Culture Interpretive Activities • <u>Memory</u>- Students will play memory to match images with written words of vocabulary.

	● <u>Matching</u>- Students will draw a line connecting a picture to the written vocabulary word. Interpersonal Activities ● <u>Pair and Share</u>- Students will pair up to discuss what they have learned, what their thoughts/interpretations are of the concepts, and to quiz each other. ● <u>Flashcards</u>- Students will break up into pairs or groups and use flashcards to review vocabulary with each other. Presentational Activities ● <u>Presentations</u>- Students will tell the class about a country that they have researched. DEI Activities Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a)	a line connecting a picture to the written vocabulary word. Interpersonal Activities ● <u>Pair and Share</u>- Students will pair up to discuss what they have learned, what their thoughts/interpretations are of the concepts, and to quiz each other. ● <u>Flashcards</u>- Students will break up into pairs or groups and use flashcards to review vocabulary with each other. Presentational Activities ● <u>Walking Gallery Presentation</u>- Students will research an important Latino figure and present them to the class in a walking gallery. DEI Activities Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a)	● <u>Matching</u>- Students will draw a line connecting a picture to the written vocabulary word. Interpersonal Activities ● <u>Pair and Share</u>- Students will pair up to discuss what they have learned, what their thoughts/interpretations are of the concepts, and to quiz each other. ● <u>Haz La Maleta</u>- Students will play a game involving the collection of clothing for their suitcase. ● <u>Headbands</u>- Students will describe a vocabulary word on a card placed on a student's headband until they can guess what it is in Spanish. Presentational Activities ● <u>Laundry Bag</u>- Students will blindly choose an image of clothing out of a bag and say its name in Spanish. DEI Activities Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a)
Resources: <i>(Include names of texts and all online resources)</i>	● Teacher created materials ● YouTube ● Various videos, games, handouts, and materials	● Teacher created materials ● YouTube ● Various videos, games, handouts, and materials	● Teacher created materials ● YouTube ● Various videos, games, handouts, and materials

	created by: ○ Lorena y Lenox ○ Spanish Playground ○ Spanish Mama ○ Señor Wooly ○ Learning Spanish with Johanna ○ Siempre Spanish ○ Mindymarrisa ○ Basho and Friends ○ LittleBabyBum ● Kahoot ● Lumio	created by: ○ Lorena y Lenox ○ Spanish Playground ○ Spanish Mama ○ Señor Wooly ○ Learning Spanish with Johanna ○ Siempre Spanish ○ Mindymarrisa ○ Basho and Friends ○ LittleBabyBum ● Kahoot ● Lumio	created by: ○ Lorena y Lenox ○ Spanish Playground ○ Spanish Mama ○ Señor Wooly ○ Learning Spanish with Johanna ○ Siempre Spanish ○ Mindymarrisa ○ Basho and Friends ○ LittleBabyBum ● Kahoot ● Lumio
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> <i>1. Special Education</i> <i>2. English Language Learners (ELLs)</i> <i>3. At Risk/BSI</i> <i>4. Gifted & Talented/Advanced 5. 504)</i>	Special Education ● Individualized Education Plans (IEPs) ● Multi-media presentations ● Scaffolded lessons ● Manipulatives ● Varied Assessments ● CST recommendations ● Specialized seating ● Specialized writing utensils ● Exemplars using a variety of levels English Language Learners (ELLs) ● Visual aids ● Dictionaries ● Modeling ● Grouping students of differing levels of learning ● Non-verbal assessments	Special Education ● Individualized Education Plans (IEPs) ● Multi-media presentations ● Scaffolded lessons ● Manipulatives ● Varied Assessments ● CST recommendations ● Specialized seating ● Specialized writing utensils ● Exemplars using a variety of levels English Language Learners (ELLs) ● Visual aids ● Dictionaries ● Modeling ● Grouping students of differing levels of learning ● Non-verbal assessments	Special Education ● Individualized Education Plans (IEPs) ● Multi-media presentations ● Scaffolded lessons ● Manipulatives ● Varied Assessments ● CST recommendations ● Specialized seating ● Specialized writing utensils ● Exemplars using a variety of levels English Language Learners (ELLs) ● Visual aids ● Dictionaries ● Modeling ● Grouping students of differing levels of learning ● Non-verbal assessments

	Students At-Risk (BSI) ● Use of technology for assignments ● Opportunities for verbal discussion and processing time given ● Verbal responses when needed Gifted and Talented (Advanced) Students: ● Multimedia presentations ● Internet based research ● Flexible grouping ● Project based learning ● Supplemental materials for independent learning ● Curriculum pace increase ● Individual topic choice by interest ● Advanced thinking questions aimed to promote critical thinking ● Reading materials for independent study 504 Plans ● Specialized seating tools ● Extended time ● Oral responses on written assignments	Students At-Risk (BSI) ● Use of technology for assignments ● Opportunities for verbal discussion and processing time given ● Verbal responses when needed Gifted and Talented (Advanced) Students: ● Multimedia presentations ● Internet based research ● Flexible grouping ● Project based learning ● Supplemental materials for independent learning ● Curriculum pace increase ● Individual topic choice by interest ● Advanced thinking questions aimed to promote critical thinking ● Reading materials for independent study 504 Plans ● Specialized seating tools ● Extended time ● Oral responses on written assignments	Students At-Risk (BSI) ● Use of technology for assignments ● Opportunities for verbal discussion and processing time given ● Verbal responses when needed Gifted and Talented (Advanced) Students: ● Multimedia presentations ● Internet based research ● Flexible grouping ● Project based learning ● Supplemental materials for independent learning ● Curriculum pace increase ● Individual topic choice by interest ● Advanced thinking questions aimed to promote critical thinking ● Reading materials for independent study 504 Plans ● Specialized seating tools ● Extended time ● Oral responses on written assignments
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	• Preferential seating • Reduced work • Modified assignments • Visual or verbal aids • Use of technology as needed	• Preferential seating • Reduced work • Modified assignments • Visual or verbal aids • Use of technology as needed	• Preferential seating • Reduced work • Modified assignments • Visual or verbal aids • Use of technology as needed
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