

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



<b>Course Name: 5th Grade Spanish</b>	<b>Grade Level(s): 5th Grade</b>
<b>Department: Humanities</b>	<b>Credits:</b>
<b>BOE Adoption Date: September 2021</b>	<b>Revision Date(s):</b>

**Course Description**

According to the New Jersey Student Learning Standards, students at the Novice-Mid proficiency level 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.” Middle School students learn communicative skills by exploring the language and culture of Spanish Speaking countries. The program begins in the sixth grade as an exploratory course designed to give the student a "taste" of Spanish. During the course, the students learn basic vocabulary and begin to communicate in the target language using simple vocabulary and conversational patterns. The course also covers the culture of Spain, , and the many Spanish speaking countries throughout the world. Students are introduced to customs, food, songs, and history.

**Mission Statement**

**The Pittsgrove Township School District believes in growing all learners to thrive.** The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

### **Curriculum & Instruction Goals**

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

### **How to Read this Document**

This curricular document contains both a  *pacing guide*  and  *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to  *when*  critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The  *curriculum units*  contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

<b>NJ Administrative Code and Statutes Key</b>
<b>^=Amistad Law</b> <b>O=Diversity &amp; Inclusion Law</b> <b>&lt;&gt;=Holocaust</b> <b>+ =LGBT and Disabilities Law</b> <b>*=AAPI (Asian American and Pacific Islanders)</b> <b>\$=Financial Literacy</b> <b>Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.</b>

## Pacing Guide

**Course Title: 5th Grade Spanish**

**Prerequisite(s): None**

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
<p><b>Unit 1:</b> Getting to Know You</p> <p><b>Cultural Context:</b>            * Hisp. Her. Month            * Día de Los M.            * Navidad/Janucá/            * Cuansa            * El Año Nuevo            * San Valentín            * Carnaval            * El 5 de Mayo            * La Tomatina            * San Fermín</p> <p><b>Topics:</b>            * “Why” Spanish?            * Greetings            * Introductions            * Goodbyes            * Colors            * Numbers            * Likes/Dislikes            * Food            * Sports            * Languages            * Music</p>	25-30 days or 5-6 weeks	<p><b>POWER STANDARD:</b>  <u>Presentational Mode - Novice-Mid</u>            Present <i>information from age- and level-appropriate</i>, culturally authentic materials orally or in writing.            (7.1.NM.PRSNT.5)</p> <p><u>Interpretive Mode - Novice-Low</u>            Identify <i>memorized and practiced words contained in oral, viewed, and written chunks of language</i> in culturally authentic materials when supported by <i>visual cues</i> such as <i>pictures and gestures</i> and <i>text support such as bolded words, bulleted lists, and/or captions.</i>            (7.1.NL.IPRET.1)</p> <p>Respond with <i>physical actions and/or gestures to simple oral directions, commands, and requests.</i>            (7.1.NL.IPRET.2 )</p> <p>Recognize a few <i>common gestures</i> associated with the target culture(s).            (7.1.NL.IPRET.3)</p>	Students will understand the: <ol style="list-style-type: none"> <li>1. Importance of learning Spanish and how it connects to their own lives.</li> <li>2. Cultural nuances of the people and customs of the Spanish-speaking world.</li> <li>3. Different ways to get to know each other using the target language within the context of hispanic culture.</li> </ol>	Students will be able to: <ol style="list-style-type: none"> <li>1. Say hello and goodbye introduce people and respond to an introduction</li> <li>2. Ask how someone is and say how you are</li> <li>3. Ask and say how old someone is</li> <li>4. Ask where someone is from and say where you're from</li> <li>5. Talk about what you like and don't like (sports, music, food, class subjects)</li> <li>6. Use numbers from 0-30</li> <li>7. Identify and use colors</li> <li>8. Gain cultural understanding and appreciation of Spanish speaking countries</li> <li>9. Identify Cognates</li> </ol>

<p>* Numbers 0-30 * Cognates</p>		<p><b><u>Interpersonal Mode - Novice-Low</u></b> Respond to a few simple <i>questions</i> on very <i>familiar topics</i> using <i>memorized words</i> and <i>phrases</i> that have been repeatedly practiced. (7.1.NL.IPERS.1)</p> <p>Express a <i>few basic preferences</i> and/or <i>feelings</i> using <i>memorized words</i> and <i>phrases</i> that are often supported by <i>gestures or visuals</i>. (7.1.NL.IPERS.3)</p> <p>React to a <i>few procedural instructions, directions, and commands</i> in <i>classroom situations</i>. (7.1.NL.IPERS.4)</p> <p>Imitate a few <i>culturally authentic gestures</i> when <i>greeting</i> others and during <i>leave takings</i>. (7.1.NL.IPERS.5)</p> <p><b><u>Presentational Mode - Novice-Low</u></b> Present very <i>familiar personal information</i> using <i>memorized words and phrases</i> that have been repeatedly practiced. Often the information is supported by <i>gestures and visuals</i>. (7.1.NL.PRSNT.1)</p> <p>Express a <i>few basic preferences</i> and/or <i>feelings</i> using <i>memorized words and phrases</i> that are supported by <i>gestures or visuals</i>.</p>		
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		<p>(7.1.NL.PRSNT.2)</p> <p>Imitate a few culturally authentic gestures when greeting others and during leave takings. (7.1.NL.PRSNT.3)</p> <p>Express names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures (7.1.NL.PRSNT.4)</p>		
<p><b>Unit 2:</b> School Days!</p> <p><b>Cultural Context:</b> * Hisp. Her. Month * Día de Los M. * Navidad/Janucá/ * Cuansa * El Año Nuevo * San Valentín * Carnaval * El 5 de Mayo * La Tomatina * San Fermín</p> <p><b>Topics:</b> * Needs * Wants * Haves * Class objects * Calendar words * Weather</p>	25-30 days or 5-6 weeks	<p><b>POWER STANDARDS:</b> <b><u>Presentational Mode - Novice-High</u></b> Recombine <i>basic information</i> at the <i>phrase and sentence level</i> related to <i>everyday topics</i> and themes. (7.1.NH.PRSNT.1)</p> <p>Create and present <i>brief messages</i> using <i>familiar vocabulary orally or in writing</i>. (7.1.NH.PRSNT.2)</p> <p><b><u>Interpretive Mode - Novice-Low</u></b> Identify <i>memorized and practiced words contained in oral, viewed, and written chunks of language</i> in culturally authentic materials when supported by <i>visual cues</i> such as <i>pictures and gestures</i> and <i>text support such as bolded words, bulleted lists, and/or captions</i>. (7.1.NL.IPRET.1)</p>	<p>Students will understand:</p> <ol style="list-style-type: none"> <li>How to engage in an authentic dialogue integrating greetings, introductions, goodbyes with needs, wants, and haves.</li> <li>Present a dialogue within an authentic cultural context.</li> </ol>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>Talk about what you need, want, and have.</li> <li>Say what's in your room</li> <li>Describe the contents of your room</li> <li>Gain cultural understanding of home life in Spain and Latin America.</li> <li>Gain cultural understanding of colloquial expressions.</li> <li>Talk about what you need and want to do.</li> <li>Talk about what you have.</li> <li>Use numbers from 31-60.</li> </ol>

<p>* Numbers 31-60 * Cognates * Infinitives</p>		<p>Respond with <i>physical actions and/or gestures to simple oral directions, commands, and requests.</i> (7.1.NL.IPRET.2 )</p> <p>Recognize a few <i>common gestures</i> associated with the target culture(s). (7.1.NL.IPRET.3)</p> <p><u>Interpersonal Mode - Novice-Low</u> Respond to a few simple <i>questions</i> on very <i>familiar topics</i> using <i>memorized words</i> and <i>phrases</i> that have been repeatedly practiced. (7.1.NL.IPERS.1)</p> <p>Share <i>basic needs</i> on very <i>familiar topics</i> using <i>memorized words and phrases</i> that have been repeatedly practiced. Often the speaker uses <i>gestures</i> and/or <i>visuals</i> to convey meaning. (7.1.NL.IPERS.2)</p> <p>Express a <i>few basic preferences</i> and/or <i>feelings</i> using <i>memorized words and phrases</i> that are often supported by <i>gestures or visuals</i>. (7.1.NL.IPERS.3)</p> <p>Imitate a few <i>culturally authentic gestures</i> when <i>greeting</i> others and during <i>leave takings</i>. (• 7.1.NL.IPERS.5)</p> <p><u>Presentational Mode - Novice-Low</u></p>		<p>9. Use days, weeks, and months.</p> <p>10. Identify cognates</p> <p>11. Talk about the weather</p>
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		<p>Present very <i>familiar personal information</i> using <i>memorized words and phrases</i> that have been repeatedly practiced. Often the information is supported by <i>gestures and visuals</i>. (7.1.NL.PRSNT.1)</p> <p>Express a <i>few basic preferences</i> and/or <i>feelings</i> using <i>memorized words and phrases</i> that are supported by gestures or visuals. (7.1.NL.PRSNT.2)</p> <p>Imitate a <i>few culturally authentic gestures when greeting</i> others and during leave takings. (7.1.NL.PRSNT.3)</p> <p><b><u>Interpretive Mode - Novice-Mid</u></b>  Demonstrate comprehension of <i>brief oral and written messages</i> using short culturally authentic materials on <i>global issues, including climate change</i>. (7.1.NM. IPRET.5)</p> <p><b><u>Interpersonal Mode - Novice-Mid</u></b>  Exchange <i>brief messages</i> with others about <i>climate</i> in the target regions of the world and in one’s own region using <i>memorized and practiced words, phrases, and simple, formulaic sentences</i>. (7.1.NM.IPERS.6)</p> <p><b><u>Presentational Mode - Novice-Mid</u></b></p>		
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		<p>Present <i>information from age- and level-appropriate</i>, culturally authentic materials orally or in writing. (7.1.NM.PRSNT.5)</p> <p><b>Interpretive Mode - Novice-High</b> Understand the <i>main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences</i> in culturally authentic materials related to targeted themes. (7.1.NH. IPRET.2)</p> <p>Demonstrate comprehension of <i>brief oral and written messages</i> using contextualized culturally authentic materials on global issues, including climate change. (7.1.NH. IPRET.8)</p>		
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Instructional Unit Map				
Course Title: 5th Grade Spanish				
Unit Title	Unit 1: Getting to Know You		Start Date:	Beginning of each trimester
			Length of Unit:	5-6 weeks
Content Standards <i>What do we want them to know, understand, &amp; do?</i>	<b>POWER STANDARD:</b> <i>Present information from age- and level-appropriate, culturally authentic materials</i>	Learning Goals	Students will understand the:  1. Importance of learning Spanish and how it connects to their own lives.	



	<p>orally or in writing. (7.1.NM.PRSNT.5)</p> <p><b>Supporting Standards</b> Identify <i>memorized and practiced words contained in oral, viewed, and written chunks of language</i> in culturally authentic materials when supported by <i>visual cues</i> such as <i>pictures and gestures</i> and <i>text support</i> such as <i>bolded words, bulleted lists, and/or captions</i>. (7.1.NL.IPRET.1)</p> <p>Respond with <i>physical actions and/or gestures</i> to <i>simple oral directions, commands, and requests</i>. (7.1.NL.IPRET.2 )</p> <p>Recognize a few <i>common gestures</i> associated with the target culture(s). (7.1.NL.IPRET.3)</p> <p>Respond to a few simple <i>questions</i> on very <i>familiar topics</i> using <i>memorized words</i> and <i>phrases</i> that have been repeatedly practiced. (7.1.NL.IPERS.1)</p> <p>Express a <i>few basic</i></p>		<p>2. Cultural nuances of the people and customs of the Spanish-speaking world.</p> <p>3. Different ways to get to know each other using the target language within the context of hispanic culture.</p>
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	<p><i>preferences and/or feelings using memorized words and phrases that are often supported by gestures or visuals.</i> (7.1.NL.IPERS.3)</p> <p>React to a <i>few procedural instructions, directions, and commands in classroom situations.</i> (7.1.NL.IPERS.4)</p> <p>Imitate a few <i>culturally authentic gestures</i> when <i>greeting</i> others and during <i>leave takings.</i> (7.1.NL.IPERS.5)</p> <p>Present very <i>familiar personal information</i> using <i>memorized words and phrases</i> that have been repeatedly practiced. Often the information is supported by <i>gestures and visuals.</i> (7.1.NL.PRSNT.1)</p> <p>Express a <i>few basic preferences and/or feelings</i> using <i>memorized words and phrases</i> that are supported by gestures or visuals. (7.1.NL.PRSNT.2)</p> <p>Imitate a <i>few culturally authentic gestures</i> when</p>		
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	<p><i>greeting</i> others and during leave takings. (7.1.NL.PRSNT.3)</p> <p>Express <i>names of a few memorized and practiced words and phrases</i> related to <i>climate change</i> in the target culture(s) and in students' own cultures (7.1.NL.PRSNT.4)</p>								
Essential Questions	<ul style="list-style-type: none"> <li>• What are the reasons and benefits of learning Spanish and learning about hispanic culture?</li> <li>• How can we get to know people from different cultures?</li> <li>• How can I communicate effectively in another language?</li> </ul>								
<p>Assessments</p> <p><i>How will we know they have gained the knowledge &amp; skills?</i></p>	<table border="1"> <thead> <tr> <th data-bbox="575 704 995 776">Formative</th> <th data-bbox="995 704 1526 776">Summative</th> <th data-bbox="1526 704 1944 776">Alternative</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 776 995 1349"> <ul style="list-style-type: none"> <li>• Choral and individual responses to questioning verbally and on the smartboard</li> <li>• Journal entries</li> <li>• Listening exercises</li> <li>• Quizzes</li> <li>• Speaking exercises</li> <li>• Student self-assessments</li> <li>• Think-Pair-Shair discussions</li> <li>• Thumbs up/down, and other interactive answering strategies.</li> <li>• Warm ups/Tickets out the door</li> </ul> </td> <td data-bbox="995 776 1526 1349"> <ul style="list-style-type: none"> <li>• Dramatic Presentations               <ul style="list-style-type: none"> <li>○ Greetings - Skits #1-5</li> <li>○ Chapter 1 Dialogue</li> </ul> </li> <li>• Musical Presentations</li> <li>• Oral presentations</li> <li>• Presentations</li> <li>• Projects</li> <li>• Skits, Drama, Re-enactments</li> <li>• Tests</li> </ul> </td> <td data-bbox="1526 776 1944 1349"> <ul style="list-style-type: none"> <li>• Menu Options</li> <li>• Genius Hour</li> <li>• Student Choice</li> </ul> </td> </tr> </tbody> </table>			Formative	Summative	Alternative	<ul style="list-style-type: none"> <li>• Choral and individual responses to questioning verbally and on the smartboard</li> <li>• Journal entries</li> <li>• Listening exercises</li> <li>• Quizzes</li> <li>• Speaking exercises</li> <li>• Student self-assessments</li> <li>• Think-Pair-Shair discussions</li> <li>• Thumbs up/down, and other interactive answering strategies.</li> <li>• Warm ups/Tickets out the door</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Presentations               <ul style="list-style-type: none"> <li>○ Greetings - Skits #1-5</li> <li>○ Chapter 1 Dialogue</li> </ul> </li> <li>• Musical Presentations</li> <li>• Oral presentations</li> <li>• Presentations</li> <li>• Projects</li> <li>• Skits, Drama, Re-enactments</li> <li>• Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Menu Options</li> <li>• Genius Hour</li> <li>• Student Choice</li> </ul>
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Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> <li>● Google form survey</li> <li>● Anticipation activity</li> <li>● K-W-L Chart</li> </ul>
Instructional Strategies/Student Activities	<p><b>Instructional Models</b></p> <ul style="list-style-type: none"> <li>● TPACK (Technology, Pedagogy, and Content Knowledge)</li> <li>● TPR (Total Physical Response)</li> <li>● Multiple Intelligence Theory</li> <li>● Direct Instruction</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>● Alternate assessments</li> <li>● Annotating text</li> <li>● Audio and video recorded content for audio learners</li> <li>● Bilingual resources</li> <li>● Building on prior knowledge</li> <li>● Chalk Talk</li> <li>● Choice menus</li> <li>● Cold Call</li> <li>● Collaborative learning</li> <li>● Conferencing</li> <li>● Cooperative learning</li> <li>● Cultural presentations</li> <li>● Dialogue presentations</li> <li>● Dialogues</li> <li>● Digital Escape Rooms</li> <li>● Discussions, genius hour</li> <li>● Effective questioning strategies</li> <li>● English proficient with ELL student</li> <li>● Essays</li> <li>● Essential questions,</li> <li>● Flexible deadlines</li> <li>● Formative assessment</li> <li>● Google Doc creation/submissions</li> <li>● Google Form creation/submissions</li> <li>● Google Slides creation/submissions</li> </ul>

	<ul style="list-style-type: none"> <li>● Google tools</li> <li>● Graphic organizers (Venn Diagrams, KWLs, etc.)</li> <li>● Guest speakers</li> <li>● Heterogeneous grouping</li> <li>● Homogeneous grouping</li> <li>● Integration of content ELA, Social Studies, Music, Art, and STEM</li> <li>● Interactive Word Wall</li> <li>● Jigsaw</li> <li>● Modeling</li> <li>● Mural displays</li> <li>● Music and songs</li> <li>● Musical presentations</li> <li>● Online games</li> <li>● Peer Review/Feedback</li> <li>● Performance-based activities</li> <li>● Portfolio</li> <li>● project-based activities</li> <li>● Projects</li> <li>● Quizzes</li> <li>● Reflection</li> <li>● Role play, simulations, drama,</li> <li>● Rubrics</li> <li>● Scaffolding</li> <li>● Socratic Seminar</li> <li>● Sorting</li> <li>● Student choice</li> <li>● Student created videos</li> <li>● Student goal setting</li> <li>● Student interest groupings</li> <li>● Tests</li> <li>● Text for visual and word learners</li> <li>● Think-Pair-Shair</li> <li>● Word wall</li> </ul>			
Instructional/Assessment Scaffolds ( <i>Modifications</i> )	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners

<p><i>/Accommodations) – planned for prior to instruction</i></p>	<ul style="list-style-type: none"> <li>● 1:1 student conference</li> <li>● Allow for “silent period” for student to process communication</li> <li>● Choice menus</li> <li>● Chunking</li> <li>● Cognates to build vocabulary</li> <li>● Collaborate with ELL teacher in order to develop additional strategies to support learner</li> <li>● Cultural context of vocabulary using videos</li> <li>● Highlight and discuss key words</li> <li>● Limit required material for class presentation</li> <li>● Online programs (ie: Duolingo which is individually paced based on each student’s progress and ability)</li> <li>● Pre-teach when possible</li> <li>● Preferential seating on an as-needed basis</li> <li>● Provide key vocabulary prior to lesson and/or assessment</li> <li>● Scaffolding of language as needed</li> <li>● Small group instruction</li> <li>● Truncated/shortened assessment</li> <li>● Visual charts and displays</li> </ul>	<ul style="list-style-type: none"> <li>● 1:1 student conference</li> <li>● Additional time</li> <li>● Allow oral responses</li> <li>● Allow re-dos/retakes</li> <li>● Answers to be dictated (if assessing writing skills)</li> <li>● Choice menus</li> <li>● Chunk projects or long-term assignments</li> <li>● Collaborate with special education teacher and/or aide in order to develop student specific strategies/approaches</li> <li>● Differentiated grouping</li> <li>● Limit required material for class presentation</li> <li>● Online programs (ie: Duolingo which is individually paced based on each student’s progress and ability)</li> <li>● Oral testing (assessing reading</li> </ul>	<ul style="list-style-type: none"> <li>● 1:1 student conference</li> <li>● Choice menus</li> <li>● Chunking</li> <li>● Cognates to build vocabulary</li> <li>● Collaborate with ELL teacher in order to develop additional strategies to support learner</li> <li>● Cultural context of vocabulary using videos</li> <li>● Highlight and discuss key words</li> <li>● Limit required material for class presentation</li> <li>● Online programs (ie: Duolingo which is individually paced based on each student’s progress and ability)</li> <li>● Pre-teach when possible</li> <li>● Preferential seating on an as-needed basis</li> <li>● Provide key vocabulary prior to lesson and/or assessment</li> <li>● Scaffolding of language as needed</li> <li>● Small group instruction</li> <li>● Visual charts and displays</li> </ul>	<ul style="list-style-type: none"> <li>● Choice menus</li> <li>● Independent novel choice</li> <li>● Independent Projects</li> <li>● Learning stations</li> <li>● Online programs (ie: Duolingo which is individually paced based on each student’s progress and ability)</li> <li>● Student choice</li> <li>● Tiered assessments</li> </ul>
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	<ul style="list-style-type: none"> <li>• Visual charts and displays</li> </ul>	<p>comprehension/writing skills)</p> <ul style="list-style-type: none"> <li>• Preferential seating on an as-needed basis</li> <li>• Provide study guides or study opportunities</li> <li>• Read test aloud</li> <li>• Read passages/articles aloud (if assessing reading comprehension)</li> <li>• Single step directions</li> <li>• Small group instruction</li> <li>• Tiered assessments</li> <li>• Truncated/shortened assessment</li> <li>• Use multiple choice format</li> <li>• Vary test formats</li> <li>• Visual charts and representations of concepts</li> </ul>		
<p>Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p><b>Access (Resources and/or Process)</b></p>		<p><b>Expression (Products and/or Performance)</b></p>	
	<ul style="list-style-type: none"> <li>• <b>Audio:</b> Attached to Google Slides and in videos (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San</li> </ul>		<ul style="list-style-type: none"> <li>• Written artifacts (ie: paragraph, letter, postcard, poem, rap and/or song lyrics,)</li> <li>• Oral presentations (informational/skits/dialogues)</li> <li>• Peer collaborations</li> <li>• Posters (paper or digital)</li> </ul>	

	<p>Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)</p> <ul style="list-style-type: none"> <li>● <b>Bilingual Resources</b> (oral and written)</li> <li>● <b>Closed Captions:</b> Youtube and Discovery Teacher videos (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)</li> <li>● <b>Chromebooks:</b> access all content via Google Classroom (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)</li> <li>● <b>Google Apps:</b> ie: classroom, slides, forms, docs, sheets, etc. (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)</li> <li>● <b>Online language, research, and instructional tools</b> (Duolingo, Google Translate)</li> <li>● <b>Promethean Board</b> (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)</li> <li>● <b>Teacher generated resources</b> (Google Skits with audio) Skits #1-30, Chapter Dialogues #1-6</li> <li>● <b>TPT</b> (Teachers Pay Teachers) resources (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)</li> <li>● <b>Video:</b></li> </ul>	<ul style="list-style-type: none"> <li>● Reports (paper or digital)</li> <li>● Video presentations (individual, in pairs, small group)</li> </ul>
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	<ul style="list-style-type: none"> <li>o Teacher generated (“Why” Spanish?, Greetings, Introductions, Goodbyes, Colors, Numbers, Likes/Dislikes, Food, Sports, Languages, Music)</li> <li>o Discovery Teacher (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo)</li> <li>o Youtube Videos/Playlists (Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)</li> </ul>	
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: Compare/Contrast, Construct, Analyze, Synthesize etc. Tier III: <a href="https://quizlet.com/28085323/ven-conmigo-1-chapter-1-primer-paso-flash-cards/">https://quizlet.com/28085323/ven-conmigo-1-chapter-1-primer-paso-flash-cards/</a> and <a href="https://quizlet.com/403300/spanish-colors-flash-cards/">https://quizlet.com/403300/spanish-colors-flash-cards/</a> and <a href="https://quizlet.com/83616042/spanish-numbers-0-30-flash-cards/">https://quizlet.com/83616042/spanish-numbers-0-30-flash-cards/</a></p>	
<p>Integration of Technology <u>SAMR</u></p>	<p><b>Substitution:</b></p> <ul style="list-style-type: none"> <li>● Google Docs, Slides, Sheets, Forms, youtube videos, Duolingo, Collegeboard, Quizlet, Kaizema, Google Translate, Vocaroo, Online Voice Recorder, Easybib, Citation Machine, Word Reference, Padlet</li> <li>● Teacher will: <ul style="list-style-type: none"> <li>○ Present the similarities and difference between various holidays/events to students. Students will create a Google Drawing Venn Diagram to compare the these holidays/events based on the teacher’s presentation.</li> <li>○ Share text using Google Docs. Students will make a copy and type the translation. Student will be allowed to use an online dictionary like Google Translate online to speed and streamline the process of translation.</li> </ul> </li> <li>● Students will: <ul style="list-style-type: none"> <li>○ Access photos online and insert them into the Google Doc instead of the English translation.</li> <li>○ Put listening practice on Edmodo or Google Classroom for class to listen and answer questions. Students will type their answers in a Google Doc.</li> <li>○ Take digital notes while watching presentations.</li> <li>○ Take notes in their digital interactive notebook via Google Docs.</li> <li>○ Use (teacher) Screencastify/Youtube to post a video/presentation depicting the teacher presenting key information about a country in the target language. Students will watch and take notes on their own.</li> <li>○ Use <a href="http://Collegeboard.org">Collegeboard.org</a> and other online resources to explore college choices rather than using paper resources.</li> </ul> </li> </ul>	

- Use Google Docs to ask and answer basic questions. If they do not know a word, they can use Google Translate or [wordreference.com](http://wordreference.com).
- Use Google Docs to create an artifact, ie: study guide, vocabulary list, flashcards
- Use Google Docs to type their essay describing the geography of their country. They will use [Easybib](http://Easybib) to or Citation Machine cite their sources.
- Use Google Docs to write dialogue.
- Use Google Sheets or Quizlet to create a vocabulary list with the definitions.
- Use Google Slides to label a blank map of the target country.
- Use internet databases and the research tool to gather information. They will use Google docs to write information found and [Easybib](http://Easybib) or Citation Machine to cite their sources.
- Use internet databases to research the holiday. Students will keep their notes in a Google Doc and use Easybib or Citation Machine to cite their sources.
- Use library databases to research an historical event in the target country. They will use [Easybib](http://Easybib) or Citation Machine to cite their sources.
- Use [Vocaroo](http://Vocaroo) or Online Voice Recorder to record an assigned speaking prompt.
- Work together to write a script and then record their speaking parts with the [Kaizena Add-On](http://Kaizena Add-On) or Online Voice Recorder.
- Write their letter using Google Docs and share with a partner for peer review.

**Augmentation:**

- Individual and/or peer feedback via comments in Google Docs, Slides, Sheets, Forms, Google Classroom, Duolingo, Kaiezena, Online Voice Recorder, youtube videos, Duolingo, Collegeboard, Quizlet, Google Translate, Vocaroo, Online Voice Recorder, Easybib, Citation Machine, Word Reference, Padlet.
- Teacher will:
  - Listen to the student speaking parts and use [Kaizena](http://Kaizena) to provide feedback.
- Students will:
  - Access photos online and insert them into the Google Doc instead of the English translation.
  - Add an image in a third column, next to each definition.
  - Add the Google Draw Venn Diagram to their digital Interactive Notebook Google Doc. Students will then include links to images and video that demonstrates the comparisons in the diagram.
  - After making corrections, students will use [Vocaroo.com](http://Vocaroo.com), Online Voice Recorder, or Kaizema to record their pen pal letter and self-assess their pronunciation.
  - Create a Google Map in which they label the key information of the target country.
  - Create a Google Presentation to display their information. Images and links to other sites should be included.

- Listen to their own recording and write a one paragraph reflection on their speech. They will then listen to two other classmates and write another one page reflection.
- Put listening practice on Edmodo, Online Voice Recorder, or Kaizema for class to listen and answer questions. Students will leave a message with their answers.
- Share their artifacts with two partners and a teacher. Students will provide comments on their partners' work and the student will make suggested changes.
- Share their Docs with a partner for peer review. Students will use [wordreference.com](http://wordreference.com) or Google Translate to make sure that the language choices are correct.
- Share their translation with a partner to compare and figure out the correct translation.
- Use Google Docs to collaborate with partner. Students will peer edit one another's work and use [www.wordreference.com](http://www.wordreference.com) or Google Translate to look up words that are unfamiliar.
- Use Google Draw and Google Docs to create a postcard for their holiday. They will fill out their postcard as if they were sending it after attending the holiday.
- Use Google Draw or Slides to create a Venn diagram that compares/contrasts the two holidays.
- Use Google Maps to add placemarkers to their sites, the text to each site, and photos.
- Use Google Maps to create a map of their chosen country. They will drop pins on their map to explain the geography of their country and include images, text and hyperlinks.

**Modification:**

- Revise, edit based on previous collaboration, using Google Docs, Slides, Sheets, Forms, youtube videos, Duolingo, Screencastify, Youtube, Kaizema, Collegeboard, Quizlet, Google Translate, Vocaroo, Online Voice Recorder, Easybib, Citation Machine, Word Reference, Padlet, Flipidity.net, Mindmeister, and Lucid Chart.
- Teacher will:
  - Divide students into groups. Each group is responsible for researching either the various events or holidays from the United States and other Spanish speaking countries. The group will then develops a visual / presentation / document that explains their event/activity Each group will then partner with a group that researched a different event/activity. The two groups will collaborate on a Google Doc to compare and contrast the event/activity.
  - Give each student a section of the same class presentation. When they are finished with their map, they will include the link to their map on the Presentation. The final product will be one class presentation with the maps from all of the chosen countries.
  - Group students according to ability. Groups of students needing improvement on similar skills can work collaboratively to improve skill set.
  - Pair up and Share their presentation with their partner for feedback.
  - Using Google Docs, the teacher will write the beginning of a Chain Story and the students have to reply adding on to the story. The Revision History will be used to ensure that all students contributed.

- Students will:
  - Create a Google Presentation and add images in addition to text.
  - Make revisions and create an answer key. The study guides will then be shared with students in lower levels of the language.
  - Record their individual parts using [vocaroo](#) and post on Edmodo. They will listen to at least two others and provide feedback.
  - Share their information with three others. Students will then use the Comment Tool to ask questions about the information provided.
  - Share their research and Venn diagram with a partner to obtain feedback and make necessary revisions.
  - Share their worksheet with a partner to peer edit and combine into one worksheet.
  - Use [flippity.net](#) to create flash cards. An image will be on one side with the key information on the other.
  - Use Google Docs to share a summary of their research with a partner. The two students will then use Google Draw to create a Venn Diagram comparing and contrasting their findings.
  - Use Google Maps to place markers depicting the locations that they will be visiting. Images, text and links to external websites should be included. The map will then be linked on the brochure.
  - Use Google Presentations to create a storyboard of their skit.
  - Use online databases to research a country that speaks the target language.
  - Use Online Voice Recorder or [Kaizena](#) to record themselves speaking each vocab word so that when you click on each word, it will play it out loud.
  - Use Screencastify to record their Pen Pal letter.
  - Using the Google Map they just made, students will create a tour that takes the viewer through each site that they marked in their map. Tours will be posted on Edmodo or Google Classroom.
  - Utilizing Edmodo small groups, three sets of pairs will be combined and tasked with created one final version of the translation.
  - Working in small groups become the tourism board for a city of their choice. Their task is to create a [brochure](#) or [infographic](#) that advertises their city’s holiday celebration or special event.

**Redefinition:**

- Google Docs, Slides, Sheets, Forms, youtube videos, Duolingo, Screencastify, Youtube, Kaizema, Piktochart
- Teacher will:
  - Combine students pairs to create a group of four. Students will create a digital audio-video story where they will recreate and retell in the target language an original story or legend of their choice.
- Student will
  - 
  - “Call” (for a final assessment) their teacher and give their oral assessment.

- Create a Google Presentation to present their information about their country. They will then upload it to Screencastify or Online Recorder to add narration and post their final product on Edmodo or other shared app (ie: Google Classroom, Google Groups, Microsoft Teams etc.).
- Create a presentation (continuing to work in groups of six) with accompanying images, diagrams and charts, using online resources, to illustrate the passage and summarize key points and unusual grammar or cultural references.
- Create one presentation (working with their partner) that discusses similarities, differences, and the relationships between the two countries.
- Multiple WL classes will complete the same project. When each class is done, the presentations will be posted in one Edmodo group. Students from all classes will then complete a map scavenger hunt.
- Periodically record themselves and keep all of the links in a Google Spreadsheet. This spreadsheet will become a yearlong progress portfolio. For each entry, the student will self-assess.
- Post class brochures on Edmodo or Google Classroom and the class will vote on their favorite. The top three brochures will be shared with lower levels and possibly even MS and ES teachers.
- Share their video letters with their counterpart school.
- Use a medium of their choice (after making revisions) to present their research to the class.
- Use Edmodo or Google Classroom to connect with a class that speaks the target language. Students will chat with their counterparts and explain to them the significance of the Super Bowl in America. In turn, students in the partner class will explain the significance of the World Cup.
- Use [flippity.net](#) or [Quizlet](#) to create their flashcards and quiz themselves.
- Use Google Draw to make a jigsaw puzzle of the target country.
- Use [Mindmeister](#), [LucidChart](#) or Google Draw to create a mind map that organizes the vocabulary into certain categories.
- Use [piktochart](#) to create an infographic depicting the details of both holidays. The infographics will then be shared with WL teachers at either the MS or ES level to share with their students.
- Use Screencastify to record a one minute video explaining how this activity helped them develop their language skills.
- View the tours of two other students and will use Google Docs and Google Draw to create a postcard. They will write the postcard as if they were actually visiting one of the locations on the tour.
- Working in small groups, students will become the tourism board for a city of their choice. Their task is to create a commercial that advertises their city's holiday celebration. They can use [WeVideo](#) or Screencastify to create a Google Presentation and upload it to [MoveNote](#) or Youtube via Screencastify.

<p>Interdisciplinary Connections  <u>NJ Student Learning Standards</u></p>	<p><b>English Language Arts:</b></p> <ul style="list-style-type: none"> <li>● RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>● RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</li> </ul> <p><b>Career Readiness, Life Literacies, and Key Skills</b></p> <ul style="list-style-type: none"> <li>● 9.4.5.Cl.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.</li> <li>● 9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.</li> <li>● 9.4.5.Cl.4: Research the development process of a product and identify the role of failure as a part of the creative process.</li> <li>● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.</li> <li>● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.</li> <li>● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.</li> <li>● 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance .</li> <li>● 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.</li> <li>● 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.</li> <li>● 9.4.5.TL.5: Collaborate digitally to produce an artifact.</li> </ul> <p><a href="https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf">https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf</a></p> <p><b>Computer Science and Design Thinking:</b></p> <ul style="list-style-type: none"> <li>● 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.</li> <li>● 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.</li> </ul> <p><a href="https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CSDT.pdf">https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CSDT.pdf</a></p> <p><b>Career Readiness:</b></p> <ul style="list-style-type: none"> <li>● CRP2. Apply appropriate academic and technical skills.</li> </ul>
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	<ul style="list-style-type: none"> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7. Employ valid and reliable research strategies.</li> <li>● CRP11. Use technology to enhance productivity.</li> <li>● CRP12. Work productively in teams while using cultural global competence.</li> </ul>	
21 <sup>st</sup> Century Themes/Skills <u>P21 Framework</u>	Themes	
	Global Awareness, Civic Literacy  <a href="https://drive.google.com/drive/u/0/folders/13mUhgV97SURJBjHpTJFok5JOYeQhSDQ">https://drive.google.com/drive/u/0/folders/13mUhgV97SURJBjHpTJFok5JOYeQhSDQ</a>	Creativity, Critical Thinking, Collaboration, Communication, Media Literacy, Information Literacy, Information, Communication Technology Literacy, Productivity and Accountability, Leadership and Responsibility, Flexibility and Adaptability, Social and Cross Cultural Skills, Initiative and Self-Direction
Resources/Materials	<ul style="list-style-type: none"> <li>● Google classroom, docs, spreadsheets, forms, slides, meets, translate</li> <li>● Teacher generated content (digital escape rooms, genius hour, socratic seminars, various lessons created with research and Google Tools)</li> <li>● Discovery Teacher Culture videos (Day of the Dead, Las Posadas, La Comida de México, Cinco de Mayo)</li> <li>● Teacher’s Pay Teachers Resources</li> <li>● <u>iVen Conmigo!</u> Holt Spanish Level 1 Copyright 1996</li> <li>● New Google Forms: #1 Cognates - Food, #2 Cognates - Sports, #3 Cognates - Music, #4 Cognates - Classes, #1 Numbers 1-15, #2 Numbers 0-30, #3 Numbers 0-100, Los Días de la Semana</li> <li>● Several Quizizz Lessons</li> </ul>	

Instructional Unit Map

Course Title: 5th Grade Spanish

Unit Title	Unit 2: School Days		Start Date:	Second Half of each Trimester
			Length of Unit:	5-6 Weeks
<p>Content Standards <i>What do we want them to know, understand, &amp; do?</i></p>	<p><b>POWER STANDARDS:</b> <b><u>Presentational Mode - Novice-High</u></b> Recombine <i>basic information</i> at the <i>phrase and sentence level</i> related to <i>everyday topics</i> and themes. (7.1.NH.PRSNT.1)</p> <p>Create and present <i>brief messages</i> using <i>familiar vocabulary orally or in writing</i>. (7.1.NH.PRSNT.2)</p> <p><b><u>Interpretive Mode - Novice-Low</u></b> Identify <i>memorized and practiced words</i> contained in <i>oral, viewed, and written chunks of language</i> in culturally authentic materials when supported by <i>visual cues</i> such as <i>pictures</i> and <i>gestures</i> and <i>text support</i> such as <i>bolded words, bulleted lists, and/or</i></p>	Learning Goals:	<p>Students will understand:</p> <ol style="list-style-type: none"> <li>1. How to engage in an authentic dialogue integrating greetings, introductions, goodbyes with needs, wants, and haves.</li> <li>2. Present a dialogue within an authentic cultural context.</li> </ol>	



	<p><i>captions.</i> (7.1.NL.IPRET.1)</p> <p>Respond with <i>physical actions and/or gestures to simple oral directions, commands, and requests.</i> (7.1.NL.IPRET.2 )</p> <p>Recognize a few <i>common gestures</i> associated with the target culture(s). (7.1.NL.IPRET.3)</p> <p><u>Interpersonal Mode -</u> <u>Novice-Low</u></p> <p>Respond to a few simple <i>questions</i> on very <i>familiar topics</i> using <i>memorized words</i> and <i>phrases</i> that have been repeatedly practiced. (7.1.NL.IPERS.1)</p> <p>Share <i>basic needs</i> on very <i>familiar topics</i> using <i>memorized words and phrases</i> that have been repeatedly practiced. Often the speaker uses <i>gestures</i> and/or <i>visuals</i> to convey meaning. (7.1.NL.IPERS.2)</p> <p>Express a <i>few basic preferences</i> and/or <i>feelings</i> using <i>memorized words</i> and</p>		
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	<p><i>phrases</i> that are often supported by <i>gestures or visuals</i>. (7.1.NL.IPERS.3)</p> <p>Imitate a few <i>culturally authentic gestures</i> when <i>greeting</i> others and during <i>leave takings</i>. (• 7.1.NL.IPERS.5)</p> <p><u>Presentational Mode - Novice-Low</u> Present very <i>familiar personal information</i> using <i>memorized words and phrases</i> that have been repeatedly practiced. Often the information is supported by <i>gestures and visuals</i>. (7.1.NL.PRSNT.1)</p> <p>Express a <i>few basic preferences</i> and/or <i>feelings</i> using <i>memorized words and phrases</i> that are supported by <i>gestures or visuals</i>. (7.1.NL.PRSNT.2)</p> <p>Imitate a <i>few culturally authentic gestures</i> when <i>greeting</i> others and during <i>leave takings</i>. (7.1.NL.PRSNT.3)</p>		
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	<p><b><u>Interpretive Mode - Novice-Mid</u></b>          Demonstrate comprehension of <i>brief oral and written messages</i> using short culturally authentic materials on <i>global issues, including climate change</i>. (7.1.NM.IPRET.5)</p> <p><b><u>Interpersonal Mode - Novice-Mid</u></b>          Exchange <i>brief messages</i> with others about <i>climate</i> in the target regions of the world and in one's own region using <i>memorized and practiced words, phrases, and simple, formulaic sentences</i>. (7.1.NM.IPERS.6)</p> <p><b><u>Presentational Mode - Novice-Mid</u></b>          Present <i>information from age- and level-appropriate, culturally authentic materials</i> orally or in writing. (7.1.NM.PRSNT.5)</p> <p><b><u>Interpretive Mode - Novice-High</u></b>          Understand the <i>main idea</i></p>		
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	<p><i>and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. (7.1.NH. IPRET.2)</i></p> <p>Demonstrate comprehension of <i>brief oral and written messages</i> using contextualized culturally authentic materials on global issues, including climate change. (7.1.NH. IPRET.8)</p>			
Essential Questions	<ul style="list-style-type: none"> <li>● <i>How can we discuss our wants, needs, and haves in Spanish?</i></li> <li>● <i>How can we have our wants and needs met in Spanish?</i></li> <li>● <i>How can we talk about the weather?</i></li> </ul>			
Assessments <i>How will we know they have gained the knowledge &amp; skills?</i>	<div style="display: flex; justify-content: space-around;"> <span>Formative</span> <span>Summative</span> <span>Alternative</span> </div>			
	<ul style="list-style-type: none"> <li>● Choral and individual responses to questioning verbally and on the smartboard</li> <li>● Journal entries</li> <li>● Listening exercises</li> <li>● Quizzes</li> <li>● Speaking exercises</li> <li>● Student self-assessments</li> <li>● Think-Pair-Share discussions</li> </ul>	<ul style="list-style-type: none"> <li>● Dramatic Presentations</li> <li>● Musical Presentations</li> <li>● Oral presentations</li> <li>● Presentations</li> <li>● Projects</li> <li>● Skits, Drama, Re-enactments</li> <li>● Tests</li> </ul>	<ul style="list-style-type: none"> <li>● Menu Options</li> <li>● Genius Hour</li> <li>● Student Choice</li> </ul>	

	<ul style="list-style-type: none"> <li>● Thumbs up/down, and other interactive answering strategies.</li> <li>● Warm ups/Tickets out the door</li> </ul>		
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> <li>● Google form survey</li> <li>● Anticipation activity</li> <li>● K-W-L Chart</li> </ul>		
Instructional Strategies/Student Activities	<p><b>Instructional Models</b></p> <ul style="list-style-type: none"> <li>● TPACK (Technology, Pedagogy, and Content Knowledge)</li> <li>● TPR (Total Physical Response)</li> <li>● Multiple Intelligence Theory</li> <li>● Direct Instruction</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>● Alternate assessments</li> <li>● Annotating text</li> <li>● Audio and video recorded content for audio learners</li> <li>● Bilingual resources</li> <li>● Building on prior knowledge</li> <li>● Chalk Talk</li> <li>● Choice menus</li> <li>● Cold Call</li> <li>● Collaborative learning</li> <li>● Conferencing</li> <li>● Cooperative learning</li> <li>● Cultural presentations</li> <li>● Dialogue presentations</li> <li>● Dialogues</li> <li>● Digital Escape Rooms</li> <li>● Discussions, genius hour</li> <li>● Effective questioning strategies</li> <li>● English proficient with ELL student</li> <li>● Essays</li> <li>● Essential questions,</li> </ul>		

- Flexible deadlines
- Formative assessment
- Google Doc creation/submissions
- Google Form creation/submissions
- Google Slides creation/submissions
- Google tools
- Graphic organizers (Venn Diagrams, KWLS, etc.)
- Guest speakers
- Heterogeneous grouping
- Homogeneous grouping
- Integration of content ELA, Social Studies, Music, Art, and STEM
- Interactive Word Wall
- Jigsaw
- Modeling
- Mural displays
- Music and songs
- Musical presentations
- Online games
- Peer Review/Feedback
- Performance-based activities
- Portfolio
- project-based activities
- Projects
- Quizzes
- Reflection
- Role play, simulations, drama,
- Rubrics
- Scaffolding
- Socratic Seminar
- Sorting
- Student choice
- Student created videos
- Student goal setting
- Student interest groupings
- Tests
- Text for visual and word learners
- Think-Pair-Share

	<ul style="list-style-type: none"> <li>Word wall</li> </ul>			
Instructional/Assessment Scaffolds ( <i>Modifications  /Accommodations</i> ) – <i>planned  for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> <li>1:1 student conference</li> <li>Allow for “silent period” for student to process communication</li> <li>Chunking</li> <li>Cognates to build vocabulary</li> <li>Collaborate with ELL teacher in order to develop additional strategies to support learner</li> <li>Cultural context of vocabulary using videos</li> <li>Highlight and discuss key words</li> <li>Limit required material for class presentation</li> <li>Online programs (ie: Duolingo which is individually paced based on each student’s progress and ability)</li> <li>Pre-teach when possible</li> <li>Preferential seating on an as-needed basis</li> <li>Provide key vocabulary prior to lesson and/or assessment</li> <li>Scaffolding of language as needed</li> <li>Small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>1:1 student conference</li> <li>Additional time</li> <li>Allow oral responses</li> <li>Allow re-dos/retakes</li> <li>Answers to be dictated (if assessing writing skills)</li> <li>Chunk projects or long-term assignments</li> <li>Collaborate with special education teacher and/or aide in order to develop student specific strategies/approaches</li> <li>Differentiated grouping</li> <li>Limit required material for class presentation</li> <li>Online programs (ie: Duolingo which is individually paced based on each</li> </ul>	<ul style="list-style-type: none"> <li>1:1 student conference</li> <li>Chunking</li> <li>Cognates to build vocabulary</li> <li>Collaborate with ELL teacher in order to develop additional strategies to support learner</li> <li>Cultural context of vocabulary using videos</li> <li>Highlight and discuss key words</li> <li>Limit required material for class presentation</li> <li>Online programs (ie: Duolingo which is individually paced based on each student’s progress and ability)</li> <li>Pre-teach when possible</li> <li>Preferential seating on an as-needed basis</li> <li>Provide key vocabulary prior to lesson and/or assessment</li> <li>Scaffolding of language as needed</li> <li>Small group instruction</li> <li>Visual charts and displays</li> </ul>	<ul style="list-style-type: none"> <li>Choice Menus</li> <li>Choice menus</li> <li>Independent novel choice</li> <li>Independent Projects</li> <li>Learning stations</li> <li>Online programs (ie: Duolingo which is individually paced based on each student’s progress and ability)</li> <li>Student choice</li> <li>Tiered assessments</li> </ul>

	<ul style="list-style-type: none"> <li>• Visual charts and displays</li> </ul>	<p>student's progress and ability)</p> <ul style="list-style-type: none"> <li>• Oral testing (assessing reading comprehension/writing skills)</li> <li>• Preferential seating on an as-needed basis</li> <li>• Provide study guides or study opportunities</li> <li>• Read test aloud</li> <li>• Read test passages/articles aloud (if assessing reading comprehension)</li> <li>• Single step directions</li> <li>• Small group instruction</li> <li>• Tiered assessments</li> <li>• Truncated/shortened assessment</li> <li>• Use multiple choice format</li> <li>• Vary test formats</li> <li>• Visual charts and representations of concepts</li> </ul>		
Differentiated Instructional Methods:	Access (Resources and/or Process)		Expression (Products and/or Performance)	



<p><i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> <li>● <b>Audio:</b> Attached to Google Slides and in videos (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)</li> <li>● <b>Closed Captions:</b> Youtube and Discovery Teacher videos (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)</li> <li>● <b>Chromebooks:</b> access all content via Google Classroom (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)</li> <li>● <b>Google Apps:</b> ie: classroom, slides, forms, docs, sheets, etc. (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)</li> <li>● <b>Online language, research, and instructional tools</b> (Duolingo, Google Translate)</li> <li>● <b>Promethean Board</b> (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)</li> <li>● <b>Teacher generated resources</b> (Google Skits with audio) Skits #1-30, Chapter Dialogues #1-6</li> <li>● <b>TPT</b> (Teachers Pay Teachers) resources (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San</li> </ul>	<ul style="list-style-type: none"> <li>● Dramatic presentation</li> <li>● Written deliverables (ie: paragraph, letter, postcard, poem, rap and/or song lyrics,)</li> <li>● Oral presentations (skits/dialogues)</li> <li>● Peer conversations 1:1 and groups of three</li> <li>● Posters (paper or digital)</li> <li>● Reports (paper or digital)</li> <li>● Video presentations (individual, in pairs, small group)</li> </ul>
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	<p>Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)</p> <ul style="list-style-type: none"> <li>● Various groupings</li> <li>● <b>Video:</b> <ul style="list-style-type: none"> <li>○ Teacher generated (“Why” Spanish?, Greetings, Introductions, Goodbyes, Colors, Numbers, Likes/Dislikes, Food, Sports, Languages, Music)</li> <li>○ Discovery Teacher (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo)</li> <li>○ Youtube Videos/Playlists (Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)</li> </ul> </li> </ul>	
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: Compare/Contrast, Construct, Analyze, Synthesize etc.</p> <p>Tier III: <a href="https://quizlet.com/21955396/chapter-2-flash-cards/">https://quizlet.com/21955396/chapter-2-flash-cards/</a> and <a href="https://quizlet.com/319144981/need-want-have-spanish-flash-cards/">https://quizlet.com/319144981/need-want-have-spanish-flash-cards/</a></p>	
<p>Integration of Technology <u>SAMR</u></p>	<p><b>Substitution:</b></p> <ul style="list-style-type: none"> <li>● Google Docs, Slides, Sheets, Forms, youtube videos, Duolingo, Collegeboard, Quizlet, Kaizema, Google Translate, Vocaroo, Online Voice Recorder, Easybib, Citation Machine, Word Reference, Padlet</li> <li>● Teacher will: <ul style="list-style-type: none"> <li>○ Present the similarities and difference between various holidays/events to students. Students will create a Google Drawing Venn Diagram to compare the these holidays/events based on the teacher’s presentation.</li> <li>○ Share text using Google Docs. Students will make a copy and type the translation. Student will be allowed to use an online dictionary like Google Translate online to speed and streamline the process of translation.</li> </ul> </li> <li>● Students will: <ul style="list-style-type: none"> <li>○ Access photos online and insert them into the Google Doc instead of the English translation.</li> <li>○ Put listening practice on Edmodo or Google Classroom for class to listen and answer questions. Students will type their answers in a Google Doc.</li> <li>○ Take digital notes while watching presentations.</li> </ul> </li> </ul>	

- Take notes in their digital interactive notebook via Google Docs.
- Use (teacher) Screencastify/YouTube to post a video/presentation depicting the teacher presenting key information about a country in the target language. Students will watch and take notes on their own.
- Use [Collegeboard.org](http://Collegeboard.org) and other online resources to explore college choices rather than using paper resources.
- Use Google Docs to ask and answer basic questions. If they do not know a word, they can use Google Translate or [wordreference.com](http://wordreference.com).
- Use Google Docs to create an artifact, ie: study guide, vocabulary list, flashcards
- Use Google Docs to type their essay describing the geography of their country. They will use [Easybib](http://Easybib) to or Citation Machine cite their sources.
- Use Google Docs to write dialogue.
- Use Google Sheets or Quizlet to create a vocabulary list with the definitions.
- Use Google Slides to label a blank map of the target country.
- Use internet databases and the research tool to gather information. They will use Google docs to write information found and [Easybib](http://Easybib) or Citation Machine to cite their sources.
- Use internet databases to research the holiday. Students will keep their notes in a Google Doc and use Easybib or Citation Machine to cite their sources.
- Use library databases to research an historical event in the target country. They will use [Easybib](http://Easybib) or Citation Machine to cite their sources.
- Use [Vocaroo](http://Vocaroo) or Online Voice Recorder to record an assigned speaking prompt.
- Work together to write a script and then record their speaking parts with the [Kaizena Add-On](http://Kaizena Add-On) or Online Voice Recorder.
- Write their letter using Google Docs and share with a partner for peer review.

**Augmentation:**

- Individual and/or peer feedback via comments in Google Docs, Slides, Sheets, Forms, Google Classroom, Duolingo, Kaiezena, Online Voice Recorder, youtube videos, Duolingo, Collegeboard, Quizlet, Google Translate, Vocaroo, Online Voice Recorder, Easybib, Citation Machine, Word Reference, Padlet.
- Teacher will:
  - Listen to the student speaking parts and use [Kaizena](http://Kaizena) to provide feedback.
- Students will:
  - Access photos online and insert them into the Google Doc instead of the English translation.
  - Add an image in a third column, next to each definition.
  - Add the Google Draw Venn Diagram to their digital Interactive Notebook Google Doc. Students will then include links to images and video that demonstrates the comparisons in the diagram.

- After making corrections, students will use [Vocaroo.com](http://Vocaroo.com), Online Voice Recorder, or Kaizema to record their pen pal letter and self-assess their pronunciation.
- Create a Google Map in which they label the key information of the target country.
- Create a Google Presentation to display their information. Images and links to other sites should be included.
- Listen to their own recording and write a one paragraph reflection on their speech. They will then listen to two other classmates and write another one page reflection.
- Put listening practice on Edmodo, Online Voice Recorder, or Kaizema for class to listen and answer questions. Students will leave a message with their answers.
- Share their artifacts with two partners and a teacher. Students will provide comments on their partners' work and the student will make suggested changes.
- Share their Docs with a partner for peer review. Students will use [wordreference.com](http://wordreference.com) or Google Translate to make sure that the language choices are correct.
- Share their translation with a partner to compare and figure out the correct translation.
- Use Google Docs to collaborate with partner. Students will peer edit one another's work and use [www.wordreference.com](http://www.wordreference.com) or Google Translate to look up words that are unfamiliar.
- Use Google Draw and Google Docs to create a postcard for their holiday. They will fill out their postcard as if they were sending it after attending the holiday.
- Use Google Draw or Slides to create a Venn diagram that compares/contrasts the two holidays.
- Use Google Maps to add placemarkers to their sites, the text to each site, and photos.
- Use Google Maps to create a map of their chosen country. They will drop pins on their map to explain the geography of their country and include images, text and hyperlinks.

**Modification:**

- Revise, edit based on previous collaboration, using Google Docs, Slides, Sheets, Forms, youtube videos, Duolingo, Screencastify, Youtube, Kaizema, Collegeboard, Quizlet, Google Translate, Vocaroo, Online Voice Recorder, Easybib, Citation Machine, Word Reference, Padlet, Flipidity.net, Mindmeister, and Lucid Chart.
- Teacher will:
  - Divide students into groups. Each group is responsible for researching either the various events or holidays from the United States and other Spanish speaking countries. The group will then develops a visual / presentation / document that explains their event/activity Each group will then partner with a group that researched a different event/activity. The two groups will collaborate on a Google Doc to compare and contrast the event/activity.
  - Give each student a section of the same class presentation. When they are finished with their map, they will include the link to their map on the Presentation. The final product will be one class presentation with the maps from all of the chosen countries.

- o Group students according to ability. Groups of students needing improvement on similar skills can work collaboratively to improve skill set.
- o Pair up and Share their presentation with their partner for feedback.
- o Using Google Docs, the teacher will write the beginning of a Chain Story and the students have to reply adding on to the story. The Revision History will be used to ensure that all students contributed.

- Students will:

- o Create a Google Presentation and add images in addition to text.
- o Make revisions and create an answer key. The study guides will then be shared with students in lower levels of the language.
- o Record their individual parts using [vocaroo](#) and post on Edmodo. They will listen to at least two others and provide feedback.
- o Share their information with three others. Students will then use the Comment Tool to ask questions about the information provided.
- o Share their research and Venn diagram with a partner to obtain feedback and make necessary revisions.
- o Share their worksheet with a partner to peer edit and combine into one worksheet.
- o Use [flippity.net](#) to create flash cards. An image will be on one side with the key information on the other.
- o Use Google Docs to share a summary of their research with a partner. The two students will then use Google Draw to create a Venn Diagram comparing and contrasting their findings.
- o Use Google Maps to place markers depicting the locations that they will be visiting. Images, text and links to external websites should be included. The map will then be linked on the brochure.
- o Use Google Presentations to create a storyboard of their skit.
- o Use online databases to research a country that speaks the target language.
- o Use Online Voice Recorder or [Kaizena](#) to record themselves speaking each vocab word so that when you click on each word, it will play it out loud.
- o Use Screencastify to record their Pen Pal letter.
- o Using the Google Map they just made, students will create a tour that takes the viewer through each site that they marked in their map. Tours will be posted on Edmodo or Google Classroom.
- o Utilizing Edmodo small groups, three sets of pairs will be combined and tasked with created one final version of the translation.
- o Working in small groups become the tourism board for a city of their choice. Their task is to create a [brochure](#) or [infographic](#) that advertises their city's holiday celebration or special event.

**Redefinition:**

- Google Docs, Slides, Sheets, Forms, youtube videos, Duolingo, Screencastify, Youtube, Kaizema, Piktochart
- Teacher will:

- Combine students pairs to create a group of four. Students will create a digital audio-video story where they will recreate and retell in the target language an original story or legend of their choice.
- Student will
  - 
  - “Call” (for a final assessment) their teacher and give their oral assessment.
  - Create a Google Presentation to present their information about their country. They will then upload it to Screencastify or Online Recorder to add narration and post their final product on Edmodo or other shared app (ie: Google Classroom, Google Groups, Microsoft Teams etc.).
  - Create a presentation (continuing to work in groups of six) with accompanying images, diagrams and charts, using online resources, to illustrate the passage and summarize key points and unusual grammar or cultural references.
  - Create one presentation (working with their partner) that discusses similarities, differences, and the relationships between the two countries.
  - Multiple WL classes will complete the same project. When each class is done, the presentations will be posted in one Edmodo group. Students from all classes will then complete a map scavenger hunt.
  - Periodically record themselves and keep all of the links in a Google Spreadsheet. This spreadsheet will become a yearlong progress portfolio. For each entry, the student will self-assess.
  - Post class brochures on Edmodo or Google Classroom and the class will vote on their favorite. The top three brochures will be shared with lower levels and possibly even MS and ES teachers.
  - Share their video letters with their counterpart school.
  - Use a medium of their choice (after making revisions) to present their research to the class.
  - Use Edmodo or Google Classroom to connect with a class that speaks the target language. Students will chat with their counterparts and explain to them the significance of the Super Bowl in America. In turn, students in the partner class will explain the significance of the World Cup.
  - Use [flippity.net](#) or [Quizlet](#) to create their flashcards and quiz themselves.
  - Use Google Draw to make a jigsaw puzzle of the target country.
  - Use [Mindmeister](#), [LucidChart](#) or Google Draw to create a mind map that organizes the vocabulary into certain categories.
  - Use [piktochart](#) to create an infographic depicting the details of both holidays. The infographics will then be shared with WL teachers at either the MS or ES level to share with their students.
  - Use Screencastify to record a one minute video explaining how this activity helped them develop their language skills.
  - View the tours of two other students and will use Google Docs and Google Draw to create a postcard. They will write the postcard as if they were actually visiting one of the locations on the tour.
  - Working in small groups, students will become the tourism board for a city of their choice. Their task is to create a commercial that advertises their city’s holiday celebration. They can use [WeVideo](#) or Screencastify to create a Google Presentation and upload it to [MoveNote](#) or Youtube via Screencastify.

Interdisciplinary Connections  
NJ Student Learning  
Standards

**English Language Arts:**

- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**Career Readiness, Life Literacies, and Key Skills**

- 9.4.5.Cl.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives
- 9.4.5.Cl.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.
- 9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.Cl.4: Research the development process of a product and identify the role of failure as a part of the creative process.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance .
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact.

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

**Computer Science and Design Thinking:**

- 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.

	<p><a href="https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CSDT.pdf">https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CSDT.pdf</a></p> <p><b>Career Readiness:</b></p> <ul style="list-style-type: none"> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7. Employ valid and reliable research strategies.</li> <li>● CRP11. Use technology to enhance productivity.</li> <li>● CRP12. Work productively in teams while using cultural global competence.</li> </ul>					
<p>21<sup>st</sup> Century Themes/Skills <u>P21 Framework</u></p>	<table border="1"> <thead> <tr> <th data-bbox="575 557 1230 630">Themes</th> <th data-bbox="1230 557 1934 630">S Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 630 1230 881"> <p>Global Awareness, Civic Literacy</p> <p><a href="https://drive.google.com/drive/u/0/folders/13mUhgV97SURJBJ_HpTJFok5JOYeQhSDQ">https://drive.google.com/drive/u/0/folders/13mUhgV97SURJBJ_HpTJFok5JOYeQhSDQ</a></p> </td> <td data-bbox="1230 630 1934 881"> <p>Creativity, Critical Thinking, Collaboration, Communication, Media Literacy, Information Literacy, Information, Communication Technology Literacy, Productivity and Accountability, Leadership and Responsibility, Flexibility and Adaptability, Social and Cross Cultural Skills, Initiative and Self-Direction</p> </td> </tr> </tbody> </table>		Themes	S Skills	<p>Global Awareness, Civic Literacy</p> <p><a href="https://drive.google.com/drive/u/0/folders/13mUhgV97SURJBJ_HpTJFok5JOYeQhSDQ">https://drive.google.com/drive/u/0/folders/13mUhgV97SURJBJ_HpTJFok5JOYeQhSDQ</a></p>	<p>Creativity, Critical Thinking, Collaboration, Communication, Media Literacy, Information Literacy, Information, Communication Technology Literacy, Productivity and Accountability, Leadership and Responsibility, Flexibility and Adaptability, Social and Cross Cultural Skills, Initiative and Self-Direction</p>
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<p>Global Awareness, Civic Literacy</p> <p><a href="https://drive.google.com/drive/u/0/folders/13mUhgV97SURJBJ_HpTJFok5JOYeQhSDQ">https://drive.google.com/drive/u/0/folders/13mUhgV97SURJBJ_HpTJFok5JOYeQhSDQ</a></p>	<p>Creativity, Critical Thinking, Collaboration, Communication, Media Literacy, Information Literacy, Information, Communication Technology Literacy, Productivity and Accountability, Leadership and Responsibility, Flexibility and Adaptability, Social and Cross Cultural Skills, Initiative and Self-Direction</p>					
<p>Resources/Materials</p>	<ul style="list-style-type: none"> <li>● Google classroom, docs, spreadsheets, forms, slides, meets, translate</li> <li>● Teacher generated content (digital escape rooms, genius hour, socratic seminars, various lessons created with research and Google Tools)</li> <li>● Discovery Teacher Culture videos (Day of the Dead, Las Posadas, La Comida de México, Cinco de Mayo)</li> <li>● Teacher’s Pay Teachers Resources</li> <li>● <u>iVen Conmigo!</u> Holt Spanish Level 1 Copyright 1996</li> <li>● Several Quizizz Lessons</li> </ul>					