

Fifth Grade World Language

Unit Title: Unit 1 – Community

Stage 1: Desired Results

Standards & Indicators:

NJSLS World Language

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

NJSLS - Career Readiness, Life Literacies, and Key Skills

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

NJSLS - Visual and Performing Arts

- 1.2.5.Re7a: Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks.
- 1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

Central Idea / Enduring Understanding:

Listening Comprehension:

Students will understand and interpret spoken communication.

Verbal Skills:

Through prompting, students will answer content-related questions.

Knowledge of Culture:

Students will display culturally appropriate behaviors, both verbally and non-verbally.

Students Participation:

Essential/Guiding Question:

- How do you say this place in Spanish?
- What is your favorite place?
- In which place are there students?
- In which place do people look at art?
- What is to the left of the airport?
- What is in front of the park?

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<p>Students will follow simple oral directions and requests for participating in age-appropriate classroom activities.</p> <p>Reading/Writing: Students will create and present orally or in writing a project that demonstrates and uses the concepts acquired through the year.</p>	
<p><u>Content:</u></p> <p><u>Community:</u></p> <ol style="list-style-type: none"> 1. iglesia- <i>church</i> 2. casa- <i>house</i> 3. escuela- <i>school</i> 4. hospital- <i>hospital</i> 5. centro comercial- <i>mall</i> 6. cine- <i>movie theater</i> 7. parque- <i>park</i> 8. ayuntamiento- <i>city hall</i> 9. plaza- <i>plaza, square</i> 10. restaurante- <i>restaurant</i> 11. aeropuerto- <i>airport</i> 12. tienda- <i>store</i> 13. apartamento- <i>apartment</i> 14. museo- <i>museum</i> 15. oficina de correos- <i>post office</i> 16. estación de gasolina- <i>gas station</i> 17. supermarket- <i>supermercado</i> 18. teatro- <i>theater</i> 19. ciudad- <i>city</i> 20. farmacia- <i>pharmacy</i> 21. piscina- <i>pool</i> 22. ¿Cómo se dice?- <i>How does one say...?</i> 23. Se dice...- <i>One says....</i> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. derecha- <i>right</i> 2. izquierda- <i>left</i> 3. al derecho- <i>straight</i> 4. en frente de- <i>in front of</i> 5. delante de- <i>behind</i> 6. al lado de- <i>next to</i> 7. ¿Dónde está...?- <i>Where is...?</i> 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Identify places in the community • Compare communities in the United States and Spanish-speaking countries • Draw a map of a community and describe location of various places using directional words
<p><u>Interdisciplinary Connections</u></p> <p>Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.</p> <p>RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.</p> <p>RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.</p> <p>W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	

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3-5-ETS1-2 - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

6.1.5 HistoryUP.6 - Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7 - Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Stage 2: Assessment Evidence

Performance Task(s):

- Student Participation
- Individual Responses
- Cooperative Activities
- Turn and Talk
- Drawing with labels

Other Evidence:

- Quarterly Assessments
- Student Responses
- Student Drawing

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1

- Through a teacher presentation, introduce students to the topic of places in the community.
- Using PowerPoint presentations, students repeat vocabulary for places in the community.
- Show them pictures of places in their community and have the students name them in Spanish

Lesson 2

- Review previous lesson's vocabulary.
- Turn and Talk – Students decide which vocabulary words are cognates to English (words that look and sound like another language) and circle them.
- Given a written and oral prompt, students state their favorite place.
- Aerial photographs: Students will see aerial photographs of their vocabulary and they will have to use clues to guess what they are seeing

Lesson 3

- Review previous lesson's vocabulary through PowerPoint presentation.
- Students look at maps of a community in a Spanish-speaking country and the United States and state the similarities and differences.

Lesson 4

- Review previous lesson's vocabulary through PowerPoint presentation.

Resources:

Lesson 1

- Teacher performance
- PowerPoint presentation
- Pictures of Community

Lesson 2

- Prompt
- Places in community handout
- Aerial Photographs

Lesson 3

- Places in community handout
- PowerPoint presentation
- Maps

Lesson 4

- PowerPoint presentation
- Teacher's actions
- Google Maps

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<ul style="list-style-type: none"> Through TPR (Total Physical Response), students learn directional words. Using Google Maps, we will explore and name the places we see in the communities <p><u>Learning Opportunities/Strategies:</u></p> <p><u>Lesson 5</u></p> <ul style="list-style-type: none"> Review vocabulary for directional words through Total Physical Response. Students will be given a rubric and directions for their map project. Discuss. Students begin drawings of communities. <p><u>Lesson 6</u></p> <ul style="list-style-type: none"> Students review vocabulary with a partner. Students complete community drawings, add labels, and write sentences describing where different places are located. <p><u>Lesson 7</u></p> <ul style="list-style-type: none"> Students present their drawings to the class and state the location of some of the places using directional words. Charades using vocabulary 	<p><u>Resources:</u></p> <p><u>Lesson 5</u></p> <ul style="list-style-type: none"> Rubric Drawing paper Pencils Places in the community handout <p><u>Lesson 6</u></p> <ul style="list-style-type: none"> Vocabulary handouts Student drawings Writing paper <p><u>Lesson 7</u></p> <ul style="list-style-type: none"> Student drawings
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Utilize visuals	Small group instruction and center activities	Small group instruction and center activities	Small group instruction and center activities
Utilize technology	Utilize of visuals	Utilize of visuals	Utilize of visuals
Physically model for students (TPR)	Utilize technology	Utilize technology	Utilize technology
Provide samples of student work	Physically model for students (TPR)	Physically model for students (TPR)	Physically model for students (TPR)
Student-led activities	Provide samples of student work	Provide samples of student work	Provide samples of student work
Enrichment of content	Material Organization	Material Organization	Material Organization
Personalization of projects and presentations	Pair with higher-achieving students	Pair with on grade level or higher-achieving students	Pair with on grade level or higher-achieving students
	General use of varied modalities – kinesthetic, visual, auditory, tactile	Specific use of modalities - kinesthetic, visual, auditory, tactile	Extra time allotment Use of consistent repetition

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		Extra time allotment	Directions repeated, clarified, reworded, and modeled
		Use of consistent repetition	
		Directions repeated, clarified, reworded, and modeled	Individualized attention

Unit Title: Unit 2 – Professions

Stage 1: Desired Results

Standards & Indicators:

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- 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.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.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
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- 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.

NJSLS - Career Readiness, Life Literacies, and Key Skills

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

NJSLS - Visual and Performing Arts

- 1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.

Central Idea / Enduring Understanding:

Listening Comprehension:

Students will understand and interpret spoken communication.

Verbal Skills:

Essential/Guiding Question:

- How do you say this profession in Spanish?
- Which professions are cognates?
- What do you want to be as an adult?

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<p>Through prompting, students will answer content-related questions.</p> <p>Knowledge of Culture: Students will display culturally appropriate behaviors, both verbally and non-verbally.</p> <p>Students Participation: Students will follow simple oral directions and requests for participating in age-appropriate classroom activities.</p> <p>Reading/Writing: Students will create and present orally or in writing a project that demonstrates and uses the concepts acquired through the year.</p>	<ul style="list-style-type: none"> • Who works in a school? • Who works at a hospital?
<p><u>Content:</u></p> <p><u>Professions:</u></p> <ol style="list-style-type: none"> 1. abogado/abogada- <i>lawyer</i> 2. actor/actriz- <i>actor/actress</i> 3. arquitecto/arquitecta- <i>architect</i> 4. artista- <i>artist</i> 5. atleta/atleta- <i>athlete</i> 6. bailador/bailadora- <i>dancer</i> 7. barbero- <i>barber</i> 8. bombero/bombero- <i>firefighter</i> 9. camarero/camarera- <i>waiter/waitress</i> 10. cantante- <i>singer</i> 11. cartero/cartera- <i>mail carrier</i> 12. dentista- <i>dentist</i> 13. doctor/doctora- <i>doctor</i> 14. enfermero/enfermera- <i>nurse</i> 15. escritor/escritora- <i>author</i> 16. granjero/granjera- <i>farmer</i> 17. maestro/maestra- <i>teacher</i> <p>profesor/profesora</p> <ol style="list-style-type: none"> 18. militar- <i>military official</i> 19. modelo/modela- <i>model</i> 20. panadero/panadera- <i>baker</i> 21. piloto- <i>pilot</i> 22. policía- <i>police officer</i> 23. soldado- <i>soldier</i> 24. veterinario/veterinaria- <i>veterinarian</i> 25. ¿Cómo se dice?- <i>How does one say...?</i> 26. Se dice...- <i>One says...</i> 27. Ella es.. Él es... (She is... He is...) 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Identify professions • Determine which professions are cognates • Recognize difference in genders for professions • Identify professions given corresponding places
<p><u>Interdisciplinary Connections</u></p> <p>Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.</p> <p>RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.</p> <p>RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.</p> <p>W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	

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SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

3-5-ETS1-2 - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

6.1.5 HistoryUP.6 - Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistopryUP.7 - Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Stage 2: Assessment Evidence

Performance Task(s):

- Student Participation
- Individual Responses
- Cooperative Activities
- Turn and Talk

Other Evidence:

- Quarterly Assessments
- Student Responses

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1

- Through a teacher presentation, introduce students to the topic of professions.
- Using PowerPoint presentations, students repeat vocabulary for professions.
- Have them Turn and Talk as to why there are two versions of each word (gender)

Lesson 2

- Review previous lesson's vocabulary.
- Turn and Talk – Students decide which vocabulary words are cognates to English (words that look and sound like another language) and circle them.
- Given written and oral prompts, students state what they would like to be as an adult.
- Show pictures of the community and have them name the professions that could work there (Ex. School, hospital, airport, etc)

Lesson 3

- Review previous lesson's vocabulary through PowerPoint presentation.
- Students choose A or B for the profession that corresponds to a certain picture and write their answers on a dry erase board.
- Students take turns acting out professions in front of the class and another student identifies the correct profession.

Resources:

Lesson 1

- Teacher performance
- PowerPoint presentation

Lesson 2

- Professions handout
- Prompt
- Community Pictures

Lesson 3

- Places in community handout
- PowerPoint presentation
- Picture of professions
- Labels of professions
- Dry erase boards
- Dry erase markers

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Learning Opportunities/Strategies:

Lesson 4

- Review previous lesson's vocabulary through PowerPoint presentation.
- In small groups, students match the names of professions with corresponding places.
- Students will review *Ella es.. Él es...* (*She is... He is...*). They will find pictures of professions and type the appropriate sentence to match.

Lesson 5

- Review previous lesson's vocabulary through PowerPoint presentation.
- Students will see professional outfits/uniforms from other countries (Ex. Police in Spain, firefighters in Mexico, etc) Compare and contrast.
- Students will receive a profession and will have to design a new, innovative uniform for it

Lesson 6

- Review previous lesson's vocabulary through PowerPoint presentation.
- Students will continue working on their uniforms
- They will present their uniforms to the class
- Students take turns acting out professions in front of the class and another student identifies the correct profession.

Resources:

Lesson 4

- PowerPoint presentation
- Set of cards with profession vocabulary
- Set of cards with place vocabulary
- IPAD/Computer

Lesson 5

- PowerPoint presentation
- Cup with slips of papers with profession names
- Pictures of professions from other countries

Lesson 6

- PowerPoint presentation
- Art supplies/Paper

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

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Student-led activities	Provide samples of student work	Provide samples of student work	Provide samples of student work
Enrichment of content	Material Organization	Material Organization	Material Organization
Personalization of projects and presentations	Pair with higher-achieving students	Pair with on grade level or higher-achieving students	Pair with on grade level or higher-achieving students

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	General use of varied modalities – kinesthetic, visual, auditory, tactile	Specific use of modalities - kinesthetic, visual, auditory, tactile	Extra time allotment
		Extra time allotment	Use of consistent repetition
		Use of consistent repetition	Directions repeated, clarified, reworded, and modeled
		Directions repeated, clarified, reworded, and modeled	Individualized attention

Unit Title: Unit 3 – Time and Schedule

Stage 1: Desired Results

Standards & Indicators:

NJSLS World Language

- 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.
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NJSLS - Career Readiness, Life Literacies, and Key Skills

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

NJSLS - Visual and Performing Arts

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.

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<p><u>Central Idea / Enduring Understanding:</u></p> <p>Listening Comprehension: Students will understand and interpret spoken communication.</p> <p>Verbal Skills: Through prompting, students will answer content-related questions.</p> <p>Knowledge of Culture: Students will display culturally appropriate behaviors, both verbally and non-verbally.</p> <p>Students Participation: Students will follow simple oral directions and requests for participating in age-appropriate classroom activities.</p> <p>Reading/Writing: Students will create and present orally or in writing a project that demonstrates and uses the concepts acquired through the year.</p>	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> • What time is it? • How do you tell time at the hour? • How do you tell time after the hour? • How do you tell time past 30 minutes? • How do you differentiate between day and night? • Why do some Spanish-speaking countries prefer military time? • What are the common class subjects in Spanish? • What classes are important for future professions?
<p><u>Content:</u></p> <p><u>Telling Time:</u></p> <ol style="list-style-type: none"> 1. ¿Qué hora es? -What time is it? 2. Son las + hour -It's --- o'clock. 3. Es la una. -It's one o'clock. 4. y -and 5. menos -less 6. cuarto -quarter 7. media -half 8. Es mediodía. -It's noon. 9. Es medianoche. -It's midnight. 10. de la mañana -in the morning 11. de la tarde -in the afternoon 12. de la noche -in the evening 13. matemáticas -math 14. ciencias -science 15. lectura -reading 16. escritura 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Write and state the time • Know how to differentiate between day and night • Recognize the benefits of military time • State the words for common class subjects

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-writing 17. estudios sociales -social studies 18. educación física -physical education 19. español -Spanish	
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Interdisciplinary Connections

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3-5-ETS1-2 - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

6.1.5 HistoryUP.6 - Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistopryUP.7 - Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Stage 2: Assessment Evidence

Performance Task(s):

- Student Participation
- Individual Responses
- Cooperative Activities
- Turn and Talk

Other Evidence:

- Quarterly Assessments
- Student Responses
- Student-created clock with labels

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1

- Through a teacher presentation, introduce students to the topic of telling time.
- Students take notes for telling time at the hour.
- Students will practice in pairs, stating the hours and half hours.
- They will be shown movie showtimes, concert times, sporting event start times, etc, and they will have to write and state the correct time.

Lesson 2

- Students review time at the hour by showing the correct time on miniature clocks.
- Students take notes for time to the half-hour.

Resources:

Lesson 1

- Lined paper
- Visual prompts
- Event times

Lesson 2

- Miniature clocks
- Student notes
- Lined paper
- Question prompts

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- The students will respond to questions writing down the time they typically accomplish an activity (Waking up, eating dinner, going to sleep, etc)

Lesson 3

- Students review time by showing the correct time on miniature clocks.
- Students take notes for time to the minute.
- Individually, students label clock with key terms, attach hands of the clock with a fastener, glue all pieces to oak tag, and color it.

Learning Opportunities/Strategies:

Lesson 4

- Review time through practice on dry erase boards.
- Teacher explains how certain Spanish-speaking countries (Spain) use military time.
- Turn and Talk – Students discuss with a partner the benefits in using military time.
- Students will be introduced their school vocabulary

Lesson 5

- Review previous week's vocabulary
- Students will see authentic school schedules from other countries and we will discuss.
- Students will see the requirements for their school schedule assignment. They will begin designing their ideal school schedules writing in the times and subjects.

Lesson 6

- Review
- Students work with partners to match times in numbers with times in words.
- Students will complete and then present their school schedules

Lesson 3

- Miniature clocks
- Student notes
- Lined paper
- Art supplies and clock template

Resources:

Lesson 4

- Student notes
- Dry erase boards
- Dry erase markers
- Clock templates
- Powerpoint presentation

Lesson 5

- Teacher instruction
- School schedules
- Assignment instructions
- Empty schedule

Lesson 6

- Student-created clocks
- Vocabulary handout

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Enrichment of content	Material Organization	Material Organization	Material Organization
Personalization of projects and presentations	Pair with higher-achieving students	Pair with on grade level or higher-achieving students	Pair with on grade level or higher-achieving students
	General use of varied modalities – kinesthetic, visual, auditory, tactile	Specific use of modalities - kinesthetic, visual, auditory, tactile	Extra time allotment
		Extra time allotment	Use of consistent repetition
		Use of consistent repetition	Directions repeated, clarified, reworded, and modeled
		Directions repeated, clarified, reworded, and modeled	Individualized attention

Unit Title: Unit 4 – Spanish Speaking Countries

Stage 1: Desired Results

Standards & Indicators:

NJSLS World Language

- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

NJSLS Social Studies

- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas

NJSLS - Career Readiness, Life Literacies, and Key Skills

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to

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answer questions.

- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

NJSLS - Visual and Performing Arts

- 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.
- 1.2.5.Cr1d: Collaboratively form ideas, plans, and models to prepare for media artwork.
- 1.2.5.Cr1e: Model ideas and plans in an effective direction.
- 1.2.5.Cr1f: Brainstorm goals and plans for a media art audience.

Central Idea / Enduring Understanding:

Listening Comprehension:

Students will understand and interpret spoken communication.

Verbal Skills:

Through prompting, students will answer content-related questions.

Knowledge of Culture:

Students will display culturally appropriate behaviors, both verbally and non-verbally.

Students Participation:

Students will follow simple oral directions and requests for participating in age-appropriate classroom activities.

Reading/Writing:

Students will create and present orally or in writing a project that demonstrates and uses the concepts acquired through the year.

Essential/Guiding Question:

- What are the Spanish-speaking countries?
- What are some facts about Spanish-speaking countries?
- Which South American country does not have Spanish as its national language?
- How did Spain spread the Spanish language throughout the world?
- What are some famous Hispanic foods?
- What are some famous Hispanic traditions?

Content:

South America:

Spanish Speaking Countries & Capitals

1. Venezuela- Caracas
2. Colombia- Bogotá
3. Ecuador- Quito
4. Perú- Lima
5. Bolivia- La Paz and Sucre
6. Chile- Santiago
7. Argentina- Buenos Aires
8. Paraguay- Asunción
9. Uruguay- Montevideo

Central America:

Spanish Speaking Countries & Capitals

1. Belice- Belmopan
2. Guatemala- Guatemala
3. El Salvador- San Salvador
4. Honduras- Tegucigalpa
5. Nicaragua- Managua
6. Costa Rica- San Jose
7. Panamá- Panamá

Skills(Objectives):

- Become familiar with Spanish-speaking countries
- Know the capitals of Spanish-speaking countries
- Record facts about chosen country
- Conduct research project for chosen country
- Present research project in front of the class about chosen Spanish-speaking country

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Caribbean & Africa:

Spanish Speaking Countries & Capitals

1. Cuba- Havana
2. Puerto Rico- San Juan
3. La República Dominicana- Santo Domingo
4. Guinea Ecuatorial- Malabo

North America:

Spanish Speaking Countries & Capitals

1. México
Ciudad De México

Europe:

Spanish Speaking Countries & Capitals

1. España
Madrid

Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.

RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

3-5-ETS1-2 - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

6.1.5 HistoryUP.6 - Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7 - Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Stage 2: Assessment Evidence

Performance Task(s):

- Student Participation
- Individual Responses
- Individual research
- Oral presentation

Other Evidence:

- Quarterly Assessments
- Student Responses
- Presentation rubric

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1

- Students take guesses on how many Spanish-speaking countries there are.
- Through a PowerPoint presentation, students briefly learn about Spanish-speaking countries and their capital cities.

Resources:

Lesson 1

- Student responses
- PowerPoint presentation
- Google Maps

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- Students will be shown how to utilize Google Maps.
- Students will see where in the world the Spanish-speaking countries are concentrated and how that came to be.

Lesson 2

- Students review the previous lesson through a PowerPoint presentation.
- Country Activity: Students will become chiefs and rulers, learning how countries came to form from indigenous tribes, to civilizations, to modern political countries.

Lesson 3

- Teacher explains a Spanish-speaking country research project by reviewing the presentation rubric and guidelines.
- Students pairs will be assigned a Spanish-speaking country to research
- Students begin research using laptops/iPads to answer questions which will be used to create a PowerPoint presentation

Learning Opportunities/Strategies:

Lesson 4

- Review previous weeks' lessons on Google Maps and Latin American geography
- Students continue research using laptops/iPads and record facts on their laptops/iPads or lined paper.
- Students record facts from books about their countries.

Lesson 5

- Students continue research using laptops/iPads and record facts on their laptops/iPads or on lined paper.
- Students record facts from books about their countries.
- Students begin transferring the information and facts about their country, along with pictures, to the PowerPoint presentation.

Lesson 6

- Students complete their posters, videos, or PowerPoint presentation.

Lesson 2

- PowerPoint presentation
- Large paper and crayons
- Visuals showing progression of time
- Numbered wheel

Lesson 3

- Presentation guidelines
- Presentation rubric
- Laptops/iPads
- Lined paper

Resources:

Lesson 4

- Laptops/iPads
- Google Maps
- Presentation guidelines
- Presentation rubric
- Books about Spanish-speaking countries

Lesson 5

- Laptops/iPads
- Lined paper
- Presentation guidelines
- Presentation rubric

Lesson 6

- Laptops/iPads
- Poster board

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<ul style="list-style-type: none">Students who finish first will participate in Geography games/puzzles while the others complete their work <p><u>Learning Opportunities/Strategies:</u></p> <p><u>Lesson 7</u></p> <ul style="list-style-type: none">Students complete their posters, videos, or PowerPoint presentation.Students present their research projects to the class.	<ul style="list-style-type: none">Facts about Spanish-speaking country <p><u>Resources:</u></p> <p><u>Lesson 7</u></p> <ul style="list-style-type: none">Completed projectsPresentation rubrics		
<p><u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Utilize visuals	Small group instruction and center activities	Small group instruction and center activities	Small group instruction and center activities
Utilize technology	Utilize of visuals	Utilize of visuals	Utilize of visuals
Physically model for students (TPR)	Utilize technology	Utilize technology	Utilize technology
Provide samples of student work	Physically model for students (TPR)	Physically model for students (TPR)	Physically model for students (TPR)
Student-led activities	Provide samples of student work	Provide samples of student work	Provide samples of student work
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World Language Pacing Guide Grade 5



MP	Units	*Unit TOTAL	Cumulative **TOTAL
MP1	Unit 1 – Community	48 days	48 days
MP2	Unit 2 – Professions	42 days	90 days
MP3	Unit 3 – Time	42 days	132 days
MP4	Unit 4 – Spanish Speaking Countries	48 days	180 days

* Unit Total is inclusive of introduction, instruction, assessment, projects, etc. for that particular unit.

** Cumulative Total is a running total, inclusive of prior and current units.