

Mullica Township School District



World Languages: Spanish Curriculum Grades 3-5

Board approval: 11/28/2018

WORLD LANGUAGE
Spanish Curriculum
Grades 3-5

Content Area: World Language Spanish

Course Title: Spanish

Grade Level: 3-5

Pacing

Grade 3

Unit 1 "Review of the Basics"	4 weeks
Unit 2 "Numbers"	5 weeks
Unit 3 "Tener"	6 weeks
Unit 5 "Food & Gustar"	6 weeks

Grade 4

Unit 1 "Review of the Basics"	4 weeks
Unit 2 "School"	5 weeks
Unit 3 "Describing People"	8 weeks
Unit 4 "Sport, Hobbies & Verbs"	6 weeks
Unit 5 "Food & Nutrition"	4 weeks
Unit 5 "Food"	6 weeks
Unit 6 "Numbers"	5 weeks

Grade 5

Unit 1 "Review of the Basics"	4 weeks
Unit 2 "El Dia de los Muertos"	1 week
Unit 3 "Gustar (stating preferences & describing others)"	11 weeks
Unit 4 "Mucho Gusto" Conversation Practice	8 weeks

WORLD LANGUAGE SPANISH CURRICULUM

Grades 3-5

Unit Overview**Content Area:** World Language-Spanish**Unit Title:** Review of the Basics**Target Course/Grade Level:** 3-5**Unit Summary:**

In this unit students will review previously taught material including colors, numbers, feelings, greeting, body parts, sports, and school.

Learning Targets

Content Standards: 7.1 World Languages: All students 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.

CPI #**Cumulative Progress Indicator (CPI)****Proficiency Level- Novice Mid (NM)****7.1.NM.A****Interpretive Mode (A)**

7.1.NM.A.2

Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.4

Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.B**Interpersonal Mode (B)**

7.1.NM.B.2

Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.4

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

8.1 & 8.2**Technology**

8.1.5.A.1

Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2

Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
Standard 9 21st Century Life & Careers	
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Interdisciplinary Connections	
SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation
Unit Essential Questions What Spanish words can be used to identify and describe colors, numbers, feelings, greeting, body parts, sports, and school?	Unit Enduring Understandings Students will understand that... <ul style="list-style-type: none"> ● Language learning involves acquiring strategies to fill communication gaps. ● The learner will be able to describe various aspects of an object/thing using Spanish vocabulary. ● Spanish has a different sound system than English.
Unit Objectives Students will know to / be able to ... <ul style="list-style-type: none"> ● Identify 7 basic colors: red, blue, yellow, green, brown, orange and purple. ● Use number words ● Identify basic shapes and patterns, body parts ● Use words related to sports, school, and feeling ● Greet others 	
WORLD LANGUAGE SPANISH CURRICULUM Grades 3-5 Evidence of Learning	
Formative Assessments	

- Oral questions / answers
- Exit tickets
- Discussions
- Observations
- Practice worksheets

Summative Assessments

- Use of rubric to assess speaking and vocabulary usage

Alternative Assessments

- Role play
- Art projects to show understanding

Benchmark Assessment

- Student Growth Objective

Modifications

SPED: Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

ELL: Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

AT-RISK: Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

504: Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

GIFTED STUDENTS: Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their

own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

Unit Resources / Instructional Materials

- Readingatoz.com (leveled books)
- Readworks.org (leveled books and articles)
- Senor Jordan videos
- Senor Ashby videos

WORLD LANGUAGE SPANISH CURRICULUM

Grades 3-5

Unit Overview

Content Area: World Language-Spanish

Unit Title: Numbers	
Target Course/Grade Level: 3-5	
Unit Summary: In this unit students will learn to count up through 100. Additionally, they will solve simple math problems in Spanish.	
Learning Targets	
Content Standards: 7.1 World Languages: All students 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.	
CPI #	Cumulative Progress Indicator (CPI)
Proficiency Level- Novice Mid (NM)	
7.1.NM.A Interpretive Mode (A)	
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.B Interpersonal Mode (B)	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
8.1 & 8.2 Technology	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
Standard 9 21st Century Life & Careers	

9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections

5.NBT.A	Understand the place value system.
5.NBT.B	Perform operations with multi-digit whole numbers and with decimals to hundredths.

Unit Essential Questions

- What are the Spanish number words 1-100?
- What Spanish words go along with adding, subtracting, and multiplying?

Unit Enduring Understandings

Students will understand that...

- Language learning involves acquiring strategies to fill communication gaps.
- Mathematical concepts do not differ from language to language, but number and operation words do.
- Spanish has a different sound system than English.

Unit Objectives

Students will know to / be able to...

- Count to 100 in Spanish
- Solve simple word problems in Spanish
- Solve addition, subtraction, and multiplication problems and report the answer in Spanish

WORLD LANGUAGE SPANISH CURRICULUM

Grades 3-5

Evidence of Learning

Formative Assessments

- Oral questions / answers
- Exit tickets
- Discussions
- Observations
- Practice worksheets

Summative Assessments

- Use of rubric to assess speaking and vocabulary usage
- Pencil and paper tests

Alternative Assessments

- Art projects to show understanding

Benchmark Assessment

- Student Growth Objective

Modifications

SPED: Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

ELL: Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

AT-RISK: Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

504: Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

GIFTED STUDENTS: Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

Unit Resources / Instructional Materials

- Readingatoz.com (leveled books)
- Readworks.org (leveled books and articles)
- Senor Jordan videos
- Senor Ashby videos

WORLD LANGUAGE SPANISH CURRICULUM

Grades 3-5

Unit Overview

Content Area: World Language-Spanish

Unit Title: “Tener” (Feelings and Ownership)

Target Course/Grade Level: Grades 3-5

Unit Summary:

In this unit students will build off of prior learning to use “tener” to describe feelings and take ownership.

Learning Targets

Content Standards: 7.1 World Languages: All students 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.

CPI #

Cumulative Progress Indicator (CPI)

Proficiency Level- Novice Mid (NM)

7.1.NM.A

Interpretive Mode (A)

7.1.NM.A.1

Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.5

Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics

7.1.NM.B

Interpersonal Mode (B)

7.1.NM.B.3

Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.C

Presentational Mode (C)

7.1.NM.C.2

Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

8.1 & 8.2

Technology

8.1.5.A.1

Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2

Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3

Use a graphic organizer to organize information about problem or issue.

Standard 9

21st Century Life & Careers

9.3.12.ED.2

Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
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Interdisciplinary Connections

SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly
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SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation
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SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
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<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● Who am I? ● How can I describe myself to others? 	<p>Unit Enduring Understandings</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> ● Language learning involves acquiring strategies to fill communication gaps. ● They can use Spanish words to convey what they want others to know about their feeling as well as the things they possess. ● Spanish has a different sound system than English.
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<p>Unit Objectives</p> <p>Students will know to / be able to...</p> <ul style="list-style-type: none"> ● Use “tener” with feeling words ● Use “tener” to show ownership or possession.

WORLD LANGUAGE SPANISH CURRICULUM
Grades 3- 5
Evidence of Learning

<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Oral questions / answers ● Exit tickets ● Discussions ● Observations ● Practice worksheets
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<p>Summative Assessments</p> <ul style="list-style-type: none"> ● Use of rubric to assess speaking and vocabulary usage ● Creation of “I am / I have” poem. Oral presentation of poem to class

Alternative Assessments

- Choice board of activities
- Digital presentation added to oral presentation
- Charades game

Benchmark Assessment

- Student Growth Objective

Modifications

SPED: Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

ELL: Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

AT-RISK: Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

504: Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

GIFTED STUDENTS: Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

Unit Resources / Instructional Materials

- Readingatoz.com (leveled books)
- Readworks.org (leveled books and articles)
- Senor Jordan videos

- Senor Ashby videos

WORLD LANGUAGE SPANISH CURRICULUM

Grades 3-5

Unit Overview

Content Area: World Language-Spanish

Unit Title: Food, Nutrition, & “Gustar”

Target Course/Grade Level: Grades 3-5

Unit Summary:

In this unit students will learn vocabulary related to food and nutrition. For example, they will name common food items as well as use terms related to eating. They will also use “gustar” to state preferences.

Learning Targets

Content Standards: 7.1 World Languages: All students 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.

CPI #	Cumulative Progress Indicator (CPI)
Proficiency Level- Novice Mid (NM)	
7.1.NM.A	
Interpretive Mode (A)	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics
7.1.NM.B	
Interpersonal Mode (B)	
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.C	
Presentational Mode (C)	
7.1.NM.C.3	Copy / write words, phrases, or simple guided texts on familiar topics.
8.1 & 8.2	
Technology	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
Standard 9	
21st Century Life & Careers	
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
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Interdisciplinary Connections

SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do we use Spanish words to identify and describe food? ● How do I use “gustar” to help me state preferences (food and otherwise)? ● How can “gustar” also be used to show ownership? 	<p>Unit Enduring Understandings</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> ● Language learning involves acquiring strategies to fill communication gaps. ● Food and eating habits can be discussed using Spanish words. ● “Gustar” can be used to show “I like” or “I have.” ● Spanish has a different sound system than English.
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<p>Unit Objectives</p> <p>Students will know to / be able to...</p> <ul style="list-style-type: none"> ● Identify common food items in Spanish ● Use Spanish vocabulary related to eating / meal times. ● Use describing words to tell about food items. ● Use “gustar” to tell their preferences for food or other things. ● Also use “gustar” to show ownership.
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WORLD LANGUAGE SPANISH CURRICULUM

Grades 3-5

Evidence of Learning

<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Oral questions / answers ● Exit tickets
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- Discussions
- Observations
- Practice worksheets

Summative Assessments

- Use of rubric to assess speaking and vocabulary usage
- Menu project

Alternative Assessments

- Choice board of activities
- Art projects to show understanding

Benchmark Assessment

- Student Growth Objective

Modifications

SPED: Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

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AT-RISK: Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

504: Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

GIFTED STUDENTS: Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

Unit Resources / Instructional Materials

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- Readworks.org (leveled books and articles)
- Senor Jordan videos
- Senor Ashby videos

WORLD LANGUAGE SPANISH CURRICULUM

Grades 3-5

Unit Overview**Content Area:** World Language-Spanish**Unit Title:** School**Target Course/Grade Level:** Grades 3-5**Unit Summary:**

In this unit students will learn Spanish vocabulary related to school along with verbs like go, learn, and study.

Learning Targets

Content Standards: 7.1 World Languages: All students 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.

CPI #	Cumulative Progress Indicator (CPI)
Proficiency Level- Novice Mid (NM)	
7.1.NM A	
Interpretive Mode (A)	
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.B	
Interpersonal Mode (B)	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
8.1 & 8.2	
Technology	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
Standard 9	
21st Century Life & Careers	
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Interdisciplinary Connections	
SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
Unit Essential Questions	Unit Enduring Understandings Students will understand that...

<ul style="list-style-type: none"> ● How do I use Spanish vocabulary to tell about my school and school day? 	<ul style="list-style-type: none"> ● Language learning involves acquiring strategies to fill communication gaps. ● Spanish has a different sound system than English. ● Spanish words can be used to describe items in the classroom, locations in the school building, and school activities.
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<p>Unit Objectives</p> <p>Students will know to/ be able to...</p> <ul style="list-style-type: none"> ● Name common classroom items in Spanish. ● Name different locations in a school building in Spanish. ● Tell about school-based activities (e.g. I read the book).
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WORLD LANGUAGE SPANISH CURRICULUM
Grades 3-5
Evidence of Learning

<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Oral questions / answers ● Exit tickets ● Discussions ● Observations ● Practice worksheets
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<p>Summative Assessments</p> <ul style="list-style-type: none"> ● Use of rubric to assess speaking and vocabulary usage ● Slide show presentation: collect digital photos from school building and activities from school day and describe using Spanish words

<p>Alternative Assessments</p> <ul style="list-style-type: none"> ● Choice boards of activities ● Art projects to show understanding ● Diary entry
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<p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● Student Growth Objective

Modifications

SPED: Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of

classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

ELL: Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

AT-RISK: Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

504: Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

GIFTED STUDENTS: Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

Unit Resources / Instructional Materials

- Readingatoz.com (leveled books)
- Readworks.org (leveled books and articles)
- Senor Jordan videos
- Senor Ashby videos

WORLD LANGUAGE SPANISH CURRICULUM

Grades 3-5

Unit Overview

Content Area: World Language-Spanish

Unit Title: Describing Others

Target Course/Grade Level: Grades 3-5

Unit Summary:

In this unit students will learn descriptive vocabulary (adjectives useful for describing people) along with pronouns for he, she, they, and we.

Learning Targets

Content Standards: 7.1 World Languages: All students 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.

CPI #	Cumulative Progress Indicator (CPI)
Proficiency Level- Novice Mid (NM)	
7.1.NM.A	
Interpretive Mode (A)	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.B	
Interpersonal Mode (B)	
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C	
Presentational Mode (C)	
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
8.1 & 8.2	
Technology	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
Standard 9	
21st Century Life & Careers	
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.

	CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
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Interdisciplinary Connections

RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
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SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
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W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What Spanish words can help me to describe others? 	<p>Unit Enduring Understandings</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • Language learning involves acquiring strategies to fill communication gaps. • The Spanish language has adjectives which can be used to help us describe others. • Spanish has a different sound system than English.
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<p>Unit Objectives</p> <p>Students will know to / be able to...</p> <ul style="list-style-type: none"> • Describe others using Spanish vocabulary • Draw / represent a person based on a given description

WORLD LANGUAGE SPANISH CURRICULUM

Pre-K - Kindergarten

Evidence of Learning

<p>Formative Assessments</p> <ul style="list-style-type: none"> • Oral questions / answers • Exit tickets • Discussions • Observations • Practice worksheets
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<p>Summative Assessments</p> <ul style="list-style-type: none"> • Use of rubric to assess speaking and vocabulary usage • Pencil and paper assessment • Drawings (hand or digital) based on description

<p>Alternative Assessments</p> <ul style="list-style-type: none"> • Choice board of activities
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Benchmark Assessment

- Student Growth Objective

Modifications

SPED: Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

ELL: Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

AT-RISK: Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

504: Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

GIFTED STUDENTS: Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

Unit Resources / Instructional Materials

- Readingatoz.com (leveled books)
- Readworks.org (leveled books and articles)
- Senor Jordan videos
- Senor Ashby videos

WORLD LANGUAGE SPANISH CURRICULUM

Grades 3-5 Unit Overview

Content Area: World Language-Spanish

Unit Title: Sports, Hobbies, and Verbs

Target Course/Grade Level: Grades 3-5

Unit Summary:

In this unit students will learn vocabulary related to common sports and hobbies including some equipment needed to play or participate. Students will also learn verbs related to these activities.

Learning Targets

Content Standards: 7.1 World Languages: All students 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.

CPI #

Cumulative Progress Indicator (CPI)

Proficiency Level- Novice Mid (NM)

7.1.NM A

Interpretive Mode (A)

7.1.NM.A.1

Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics
7.1.NM.B Interpersonal Mode (B)	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C Presentational Mode (C)	
8.1 & 8.2 Technology	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
Standard 9 21st Century Life & Careers	
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Interdisciplinary Connections	
1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
Unit Essential Questions ● How do we use Spanish words to name various body parts?	Unit Enduring Understandings Students will understand that... ● Language learning involves acquiring strategies to fill communication gaps. ● Parts of the body can be named in Spanish ● Spanish has a different sound system than English.

Unit Objectives

Students will know to / be able to...

- Identify parts of the body using Spanish vocabulary

WORLD LANGUAGE SPANISH CURRICULUM

Grades 3-5

Evidence of Learning

Formative Assessments

- Oral questions / answers
- Exit tickets
- Discussions
- Observations
- Practice worksheets

Summative Assessments

- Use of rubric to assess speaking and vocabulary usage
- Poster creation involving favorite sport / activity and equipment
- Charades game

Alternative Assessments

- Choice board of activities

Benchmark Assessment

- Student Growth Objective

Modifications

SPED: Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

ELL: Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

AT-RISK: Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

504: Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

GIFTED STUDENTS: Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

Unit Resources / Instructional Materials

- Readingatoz.com (leveled books)
- Readworks.org (leveled books and articles)
- Senor Jordan videos
- Senor Ashby videos

WORLD LANGUAGE SPANISH CURRICULUM**Grades 3-5
Unit Overview****Content Area:** World Language-Spanish**Unit Title:** El Dia de los Muertos**Target Course/Grade Level:** Grades 3-5**Unit Summary:**

During the 5th grade year, students will learn about the history and traditions of the Day of the Dead.

Learning Targets

Content Standards: 7.1 World Languages: All students 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.

CPI #**Cumulative Progress Indicator (CPI)****Proficiency Level- Novice Mid (NM)****7.1.NM A****Interpretive Mode (A)**

7.1.NM.A.3

Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.C**Presentational Mode (C)**

7.1.NM.C.5

Name and label tangible cultural products and imitate cultural practices from the target culture(s).

8.1 & 8.2

Technology	
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
Standard 9	
21st Century Life & Careers	
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Interdisciplinary Connections	
1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
RI.5.9	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • What is El Dia de los Muertos? • How and why is this holiday celebrated? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Different cultures value different things and may celebrate different holidays • Holidays can teach us about what is important to a group of people
Unit Objectives	
Students will know to / be able to...	
<ul style="list-style-type: none"> • Tell what the Day of the Dead is • Describe ways in which people celebrate El Dia de los Muertos 	
WORLD LANGUAGE SPANISH CURRICULUM	
Grades 3 - 5	
Evidence of Learning	
Formative Assessments	
<ul style="list-style-type: none"> • Oral questions / answers • Exit tickets • Discussions 	

- Observations
- Practice worksheets

Summative Assessments

- Artwork based on traditional Day of the Dead symbols

Alternative Assessments

- Diary entry
- Choice board of activities
- Food preparation
- Song writing /performance

Benchmark Assessment

- Student Growth Objective

Modifications

SPED: Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

ELL: Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

AT-RISK: Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

504: Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

GIFTED STUDENTS: Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

Unit Resources / Instructional Materials	
<ul style="list-style-type: none"> ● Readingatoz.com (leveled books) ● Readworks.org (leveled books and articles) ● Senor Jordan videos ● Senor Ashby videos 	
WORLD LANGUAGE SPANISH CURRICULUM	
Grades 3-5	
Unit Overview	
Content Area: World Language-Spanish	
Unit Title: “Mucho Gusto” Conversation Practice	
Target Course/Grade Level: Grades 3-5	
Unit Summary:	
In this unit students will practice conversational skills.	
Learning Targets	
Content Standards: 7.1 World Languages: All students 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.	
CPI #	Cumulative Progress Indicator (CPI)
Proficiency Level- Novice Mid (NM)	
7.1.NM.A	
Interpretive Mode (A)	
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics
7.1.NM.B	
Interpersonal Mode (B)	
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.C	
Presentational Mode (C)	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
8.1 & 8.2	

Technology	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
Standard 9	
21st Century Life & Careers	
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Interdisciplinary Connections	
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • What Spanish words and phrases are commonly used in day-to-day interactions? • How can I use my voice to show feelings in a conversation? 	Students will understand that... <ul style="list-style-type: none"> • Language learning involves acquiring strategies to fill communication gaps. • Spanish has a different sound system than English. • Words and phrases used in daily conversations may be less formal
Unit Objectives	
Students will know to / be able to...	
<ul style="list-style-type: none"> • Hold a simple conversation in Spanish • Ask and respond to simple questions 	
WORLD LANGUAGE SPANISH CURRICULUM	

Grades 3-5

Evidence of Learning

Formative Assessments

- Oral questions / answers
- Exit tickets
- Discussions
- Observations
- Practice worksheets

Summative Assessments

- Use of rubric to assess speaking and vocabulary usage
- Video production

Alternative Assessments

- Choice board of activities
- Live presentation vs. video recording

Benchmark Assessment

- Student Growth Objective

Modifications

SPED: Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

ELL: Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

AT-RISK: Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

504: Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use

multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

GIFTED STUDENTS: Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

Unit Resources / Instructional Materials

- Readingatoz.com (leveled books)
- Readworks.org (leveled books and articles)
- Senor Jordan videos
- Senor Ashby videos