

Winslow Township School District
Upper Elementary Spanish Grade 5:

Overview: In fifth grade students will continue practicing speaking, listening, writing and reading. Writing assignments utilize word and phrase banks or cloze activities with emphasis on correct spelling, punctuation word order and capitalization. Students learn about the Spanish speaking world and the culture, customs and traditions of its inhabitants. Vocabulary includes: additional greetings and goodbyes, polite expressions, commands, classroom objects, items in the backpack, colors, animals, numbers, parts of the body, clothing, family members, personal adjectives, food, likes and dislikes, interrogatives, transportation, tender expressions, age, personal hygiene, daily routines, time, opposites and synonyms. Culture includes Christmas in South America, jai-lai, the monarch butterfly migration, Sandra Cisneros's book, *Pelitos*, Dalí, eating customs, Mariachi bands and Cinco de Mayo.

This instruction must include science, social studies and technology, as well as College and Career readiness, by utilizing the NJ Student Learning Standards as mandated by the New Jersey Department of Education. Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Resources and activities found on the Technology Resource Page provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students.

All lessons are differentiated to accommodate classified, ESL, and advanced students. Accommodations/modifications as per IEP and 504 Plans will be implemented. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. These activities are detailed in the Teachers' Editions.

Career Readiness: Applicable career options are discussed as they arise throughout the world language programs. Career options include, but are not limited to: diplomacy, education, entertainment, international relations, law, media, and medicine.

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p><u>Unit 1:</u></p> <p>September-</p> <p>Greetings & Salutations</p> <p>Class Objects</p> <p>Courtesy Expressions</p> <p>Hispanic Heritage Month</p> <p>Salvador Dali</p> <p>Jai Alai</p>	<p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.5</p> <p>7.1.NM.IPERS.4</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.4</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> • Students will meet and greet and say goodbye to a person and ask about their family, pets and favorite things. • Students will introduce themselves to another student. • Students will identify and make requests for classroom objects and supplies. • Students will use polite expressions in everyday situations. • Students will respond to commands. • Students will become familiar with the artistic style of Salvador Dali with his portrait of Mae West. • In honor of Latino Heritage Month, students will research and report on the history of “jai-alai” and tell how it is played. 	<ul style="list-style-type: none"> • How do I meet and greet someone in culturally appropriate ways? • Did Salvador Dali really receive messages from aliens through his moustache?
<p><i>Unit 1: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Conventions and phonetics for communication are the structure upon which a language is built and expressed. • Words in Spanish and English have similarities and differences. • The ability to communicate in another language helps me build a better understanding my own. • The ability to communicate in culturally appropriate ways assist in being able to properly initiate an introduction in the target language. • Language connects people and learning another language will open the door to new traditions, sports, history and celebrations. 		

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Curriculum Grade 5 Unit 1	Standards		Pacing	
			Days	Unit Days
	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.	2	12
	7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.	2	
	7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSENT.4	Copy/write words, phrases, or simple guided texts on familiar topics.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Unit 1 Grade 5		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 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.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
➤ Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Unit 1 Grade 5

Assessment Plan

<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of listening to and writing consonant vowel combinations, copying sentences with correct spelling and punctuation, and dialogues. • Warm-up Activities • Teacher Observation • Listening Activities 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Group Dialogues • Students perform a skit or puppet show in which they greet another student, inquire about their health, describe their pet, tell number of siblings, say that they speak English and say nice to meet you, goodbye. • Students create a self- portrait in that style in which their face is part of an object and write a self-description and introduction of themselves below it. Student examples will be displayed in hallways and classrooms.
Resources	Activities
<ul style="list-style-type: none"> • Grades 3 - 5 Consensus Map and Think Spanish! for scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Internet Access to research Salvador Dali’s artwork, Hispanic Heritage Month and Jai Alai • Multimedia Resources • Vocabulary: ¿Ytú? Mal Así, así (Regular) ¿Hablas español? Sí, hablo español. ¿Hasta mañana! Mucho gusto. El gusto es mio. ¿Dónde vives? Vivo en _____. Soy de _____. 	<ul style="list-style-type: none"> • Students perform a skit in which they greet a friend, ask what's up, ask how they are feeling, say the weather is nice and goodbye. • Students play “¿Qué te falta?” with classroom supplies. • Students role play situations in which they would say polite expressions. • Using TPRS students will practice responding to commands by working in pairs and telling each other to stand up, turn around, etc. • Students are given a copy of Dali’s portrait of Mae West to study. Students create a self- portrait in that style in which their face is part of an object and write a self-description and introduction of themselves below it. Student examples will be displayed in hallways and classrooms. • Students will research the history, equipment and rules of the game jai-alai and present their findings in a poster project, diorama, or essay.

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Instructional Best Practices and Exemplars

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations | <ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates |
|--|--|

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.5.CR.1:** Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5. EG.4:** Describe how an individual’s financial decisions affect society and contribute to the overall economy.
- 9.1.5.FP.3:** Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4:** Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
- 9.1.5.PB.2:** Describe choices consumers have with money (e.g., save, spend, donate).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Modifications for Special Education/504 Accommodations

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Students will be provided with accommodations and modifications that may include:

- *Small group instruction
- * Read directions aloud
- * Extended time as needed
- *Provide shortened assignments
- *Repeat directions as needed
- *Sentence Starters
- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- * Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
- *Word Wall

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 5 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Graphic short stories • Extended time as needed • Read directions aloud • Assist with organization • Use of computer • Emphasize/highlight key concepts • Recognize success • Provide timelines for work completion • Break down multi-step tasks into smaller chunks • Provide copy of class notes • Graphic organizer • Sentence Starters • Manipulatives • Pictures, photographs • Word Wall • Project Based Learning 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Interdisciplinary Connections

***ELA:**

- A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- A.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- A.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
- RL.5.3.** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- RL.5.4.** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RI.5.3.** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- W.5.7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.5.3.** Identify the reasons and evidence a speaker provides to support particular points.
- L.5.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

***Social Studies:**

- 6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsPR.1:** Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- 6.1.5.CivicsPR.2:** Describe the process by which immigrants can become United States citizens.
- 6.1.5.CivicsPR.3:** Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- 6.1.5.GeoPP.2:** Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5.GeoSV.2:** Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.GeoHE.2:** Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- 6.1.5.GeoGI.4:** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconET.1:** Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconNM.4:** Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.5.HistoryUP.1:** Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 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.

Integration of Computer Science and Design Thinking NJSL 8

- 8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.1.5.AP.5:** Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.

**Winslow Township School District
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Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 2:</p> <p>October:</p> <p>Asking and answering questions about classroom objects and supplies.</p> <p>Colors</p> <p>Monarch Butterfly Migration</p> <p>Day of the Dead</p>	<p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.5</p> <p>7.1.NM.IPERS.4</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.5</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will identify classroom objects and vocabulary thematic to the classroom to request needed objects. ● Students will use colors to describe classroom objects and supplies. ● Students will ask and answer questions verbally and in writing about classroom objects and supplies. ● Students will be able to discuss the migration of the Monarch butterfly and its symbolism in Mexican Culture. 	<ul style="list-style-type: none"> ● How does one describe these and other objects in the classroom using colors in Spanish? ● What are the Days of the Dead in Mexico? ● How are Halloween and the Days of the Dead similar and different?
<p><i>Unit 2:: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● The ability to communicate in culturally appropriate ways assist in being able to express needs in the target language. ● Language connects people and learning another language will open the door to a new traditions and celebrations. ● Different cultures bring about a different understanding of symbolism and beliefs. 		<ul style="list-style-type: none"> ● What is migration and what is the pattern of the monarch butterflies?

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Curriculum Grade 5 Unit 2	Standards		Pacing	
			Days	Unit Days
	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.	2	12
	7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.	2	
	7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Unit 2 Grade 5		
Core Idea	Indicator #	Performance Expectations
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Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Unit 2 Grade 5	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of listening to and writing consonant vowel combinations, copying sentences with correct spelling and punctuation, and dialogues. • Teacher Observation • Listening Activities 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Dialogues • Students will recall prior knowledge of interrogative words by using questions to interview a classmate and gather information. • Students will make a paper backpack and put in it cut outs of supplies, snack, homework etc. They will present each object to the class. • Students will create and perform a brief skit utilizing interrogatives.
Resources	Activities
<ul style="list-style-type: none"> • Grades 3 - 5 Consensus Map and Think Spanish! for scope and sequence. • Internet Access to research and utilize video clips of Day of the Dead & Flight of the Monarch Butterfly • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • Vocabulary: Que, cual, cuanto(s), por que, como, cuando, quien 	<ul style="list-style-type: none"> • Students will use classroom objects and supplies vocabulary to play games. • Students sort a list of objects into things that go in a backpack and things that do not. • Students will make a paper backpack and put in it cut outs of supplies, snack, homework etc. They will present each object to the class. • Students play games to practice colors. • Students will utilize webcam and other similar technology to track the migration of the Monarch butterfly. • Students will read a brief story about the symbolism of the Monarch butterfly and discuss its importance during the Day of the Dead celebration.

**Winslow Township School District
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Instructional Best Practices and Exemplars

- | | |
|--|--|
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9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.1.5.EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.

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Winslow Township School District
Upper Elementary Spanish Grade 5:

Interdisciplinary Connections

***ELA:**

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- W.5.7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.5.3.** Identify the reasons and evidence a speaker provides to support particular points.
- L.5.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

***Science:**

- 3-LS4-3.** Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- 3-LS4-4.** Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

***Social Studies:**

- 6.1.5.CivicsPI.9:** Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
- 6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.Civic.DP.1:** Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
- 6.1.5.CivicsPR.2:** Describe the process by which immigrants can become United States citizens.
- 6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.GeoPP.1:** Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5.GeoSV.1:** Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoGI.4:** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconET.1:** Identify positive and negative incentives that influence the decisions people make.
- 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.

Integration of Computer Science and Design Thinking NJSL 8

- 8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.1.5.DA.4:** Organize and present climate change data visually to highlight relationships or support a claim.
- 8.1.5.AP.5:** Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 3:</p> <p>November-</p> <p>Locate South America and its countries</p> <p>Things to be thankful for</p> <p>Noun/Adjective agreement</p> <p>Making plural</p> <p>Numbers 1-31</p>	<p>7.1.NM.IPRET.3</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.3</p> <p>7.1.NM.PRSNT.6</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Given a world map or globe, students will identify the continent of South America and each Spanish speaking country. ● Students will count to 31 and to use these numbers to express dates and age. ● Students will speak and write using correct noun/adjective agreement for gender and number. ● Students will write a paragraph expressing 3 - 4 things for which they are thankful using a word bank. 	<ul style="list-style-type: none"> ● How is what we are thankful for dependent on our culture? ● How many Spanish-speaking countries are located in South America?
<p><i>Unit 3: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Knowing where Spanish-speaking countries are located better connect me to the language and culture to which I am learning. ● Language connects people and learning another language will open the door to a new culture and gratitude. 		

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Curriculum Grade 5 Unit 3	Standards		Pacing	
			Days	Unit Days
	7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.	2	10
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	2	
	7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Unit 3 Grade 5		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)	FORN 7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Unit 3 Grade 5	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of listening to and writing consonant vowel combinations, copying sentences with correct spelling and punctuation, and dialogues. • Summative evaluation of recognition of the calendar vocabulary. • Cumulative Benchmarks assessment for prior months • Warm-up Activities • Teacher Observation • Listening Activities 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Verbal response Q & A • Students will create an 8x10 poster of the South America • After a discussion of things to be thankful for and accumulating a word bank, students write a 3 - 4 sentence paragraph on what they are thankful for and give a brief presentation.
Resources	Activities
<ul style="list-style-type: none"> • Grades 3 - 5 Consensus Map and Think Spanish! for scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, maps of South America and blank maps to label and color • Authentic documents and material • Internet Access to show maps of South America • Games: BINGO, Matamoscas, The Spinner Game, Around the World, Lo Tengo, ¿Qué Te Falta? The Dice Game, The Ladder Game, Hangman, ¿Quién Es? Cambia, Concentration 	<ul style="list-style-type: none"> • Students are given an unlabeled map of South America. With help from the teacher who labels a map on the board as needed, they write in the names of the countries from a word bank. • Students will practice counting up to 31 objects. • Students say the dates of their birthdays and record student's names on the appropriate place on a calendar. • Students will guess the ages of people in their families who they think are between 1 and 31 years old. • Students will complete cloze activities for noun adjective agreement with choice of adjectives from a word bank, using noun/adjective agreement. • Students will complete spoken sentences with an adjective of choice using correct noun/adjective agreement.

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.

9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Modifications for Special Education/504 Accommodations

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Students will be provided with accommodations and modifications that may include:

- *Small group instruction
- * Read directions aloud
- * Extended time as needed
- *Provide shortened assignments
- *Repeat directions as needed
- *Sentence Starters
- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- * Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
- *Word Wall

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 5 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Graphic short stories • Extended time as needed • Read directions aloud • Assist with organization • Use of computer • Emphasize/highlight key concepts • Recognize success • Provide timelines for work completion • Break down multi-step tasks into smaller chunks • Provide copy of class notes • Graphic organizer • Sentence Starters • Manipulatives • Pictures, photographs • Word Wall • Project Based Learning 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

Winslow Township School District
Upper Elementary Spanish Grade 5:

Interdisciplinary Connections

***ELA:**

- A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- A.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- A.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
- RL.5.4.** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RI.5.3.** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- W.5.7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.5.3.** Identify the reasons and evidence a speaker provides to support particular points.
- L.5.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

***Math:**

- 2.NBT.B.5.** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (Recalling prior knowledge of Grade 2)
- 2.NBT.A.2.** Count within 1000; skip-count by 5s, 10s, and 100s. (Recalling prior knowledge of Grade 2)

***Social Studies:**

- 6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsPR.1:** Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- 6.1.5.CivicsPR.3:** Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- 6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.5.GeoPP.2:** Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5.GeoSV.1:** Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoSV.2:** Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.EconEM.4:** Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
- 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.

Integration of Computer Science and Design Thinking NJSLS 8

- 8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.1.5.DA.4:** Organize and present climate change data visually to highlight relationships or support a claim.

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 4:</p> <p>December and January-</p> <p>Descriptions</p> <p>Definite and indefinite articles</p> <p>Es & Son</p> <p>3rd person singular to describe family</p> <p>Sports</p> <p>Christmas foods</p> <p>Numbers 40-100</p>	<p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.3</p> <p>7.1.NM.IPERS.4</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.5</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will identify sports and sports equipment, to state their favorite sports and tell which ones they play. ● Students will use the third person singular and plural of “ser” to describe family members, sports and other learned vocabulary. ● Students will use “tener expressions” in speech and writing in the first person. ● Students will use definite and indefinite articles in speech and writing with family members and sports vocabulary. ● Students will become review and become more familiar with traditional Christmas foods eaten throughout Spanish speaking countries. 	<ul style="list-style-type: none"> ● How do I describe myself and my family to a Spanish speaking friend? ● What are some traditional foods unique to Christmas in Spanish-speaking countries?
<p><i>Unit 4: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Being able to describe myself and others will enable to make new friends using the target language. ● Being able to express myself in culturally appropriate ways enable me to express my likes and dislikes in the target language. ● Christmas foods in Spanish-speaking countries and in the United States have similarities and differences. ● Language connects people and learning another language will open the door to a new culture, celebrations, and traditions. ● Traditions can often become fused between cultures. 		<ul style="list-style-type: none"> ● How do sports such as “Jai-Alai” represent the fusion of two cultures?

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Curriculum Grade 5 Unit 4	Standards		Pacing	
			Days	Unit Days
	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.	2	12
	7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.	2	
	7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Unit 4 Grade 5		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 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.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
➤ Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Unit 4 Grade 5	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of numbers to 50 and definite articles with words ending in o and a. • Summative evaluation of listening to and writing consonant vowel combinations, copying sentences with correct spelling and punctuation, and dialogues. • Warm-up Activities • Teacher Observation 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Students describe themselves in one paragraph using 5 different adjectives and present it. • Students will write and present a paragraph on their opinion of their favorite sport in the target language. • Students choose a Spanish speaking country, research on the Internet one or more traditional Christmas foods eaten there and present their findings to the class using their choice of presentation mode.
Resources	Activities
<ul style="list-style-type: none"> • Grades 3 - 5 Consensus Map and Think Spanish! for scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • Internet Access for Sports clips & Christmas foods in Spanish speaking countries. • Vocabulary: adjectives, SER, sports vocabulary, food vocabulary, TENER expressions • Games: BINGO, Matamoscas, The Spinner Game, Around the World, Lo Tengo, ¿Qué Te Falta? The Dice Game, The Ladder Game, Hangman, ¿Quién Es?, Cambia, Concentration, BRAVO, and Bomba 	<ul style="list-style-type: none"> • Students identify sports in Spanish based on pictures and examples of sports equipment borrowed from the physical education department. • Students express likes and dislikes of sports and favorite sports, answering verbal questions. • Students categorize sports into 3 lists, favorites, fun, do not like to play. • Students choose from “es” or “son” in sentences describing previously learned vocabulary in a cloze activity. • Given a situation in English, students will complete the sentence in Spanish using a “tener expression.” • Given a copy of a famous work of art, students will point out a person and say what s/he thinks that person is saying using a “tener expression.” • Given a list of family members and/or sports vocabulary, students will first write the appropriate definite article, and then the indefinite article. Students give examples of how the meaning of sentences change when the article changes. • Students will count to 100 by counting off all students until 100 is reached. • Students will complete math problems giving the answer as Spanish number word. • Students play a variety of games such as BRAVO or matamoscas with numbers 1 - 100. • Students read and answer questions about a paragraph in which family members tell their birthdays and ages.

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Instructional Best Practices and Exemplars

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations | <ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates |
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- *Manipulatives
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Upper Elementary Spanish Grade 5:**

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- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

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Winslow Township School District
Upper Elementary Spanish Grade 5:

Interdisciplinary Connections

- *ELA:**
- A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
 - A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 - A.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - A.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
 - RL.5.3.** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
 - RL.5.4.** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
 - RI.5.3.** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
 - RI.5.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
 - RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - W.5.7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
 - SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
 - SL.5.3.** Identify the reasons and evidence a speaker provides to support particular points.
 - L.5.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

***Social Studies:**

- 6.1.5.CivicsPI.1:** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.GeoGI.4:** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconET.1:** Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.HistoryUP.1:** Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 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.

Integration of Computer Science and Design Thinking NJSL 8

- 8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.1.5.DA.3:** Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.4:** Organize and present climate change data visually to highlight relationships or support a claim.

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p><u>Unit 5:</u></p> <p>February- Days Months Seasons Weather Parts of the body & Sports injury</p>	<p>7.1.NM.IPRET.3 7.1.NM.IPRET.2 7.1.NM.IPERS.5 7.1.NM.IPERS.1 7.1.NM.PRSNT.4 WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students recite the days of the week, months of the year and seasons. ● Given a month or season, students will describe typical weather. ● Students will state dates of holidays, birthdays and events. ● Students will be able say what hurts them related to sports injury. 	<ul style="list-style-type: none"> ● Which sports are associated with certain season? ● What injuries can be sustained while playing sports?
<p><i>Unit 5: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Learning to effectively communicate personal preferences and needs in the target language will enable me to be responsible for my well-being when playing sports. ● Sports activities are both alike and different throughout the various Spanish speaking countries of the world compared to where we live. ● Culture and geographical location heavily influence sports preferences in the target language. 		

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Curriculum Grade 5 Unit 5	Standards		Pacing	
			Days	Unit Days
	7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.	2	12
	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.	2	
	7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Unit 5 Grade 5		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 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.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Unit 5 Grade 5	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of listening to and writing from word and phrase banks and dialogues. • Cumulative Benchmarks assessment for prior months • Warm-up Activities • Teacher Observation 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • In a skit, students take turns saying to their physical education teacher, “Juego al _____. Me duele(en) _____.” to which she replies, "Debes ir a la enfermera." • Students draw a picture of each season and write 1 - 3 weather expressions that describe it.
Resources	Activities
<ul style="list-style-type: none"> • Grades 3 - 5 Consensus Map and Think Spanish! for scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, pictures of modes of transportation and pictures/slides of Goya paintings to illustrate tener expression or other pictures. • Authentic documents and material • Multimedia Resources • DVD and authentic video clips • Internet Access to research and display Goya paintings • Vocabulary: Sports vocabulary, DOLER, Tener Expressions, feelings, interrogative words • Games: BINGO, Matamoscas, The Spinner Game, Around the World, Lo Tengo, ¿Qué Te Falta? The Dice Game, The Ladder Game, Hangman, ¿Quién Es? Cambia, Concentration 	<ul style="list-style-type: none"> • Students sing and recite the days of the week and months of the year and recite the seasons. • When asked, ¿Cuándo es _____? and an event or holiday, students give the answer in Spanish. • Students will answer questions relating to a sport to an injury using "Tengo mal de _____" and "Me duele(n) _____.", in written and spoken communication. • Students will read sports articles and answer questions based on what they have learned.

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Instructional Best Practices and Exemplars

- | | |
|--|--|
| <ol style="list-style-type: none">1. Identifying similarities and differences2. Summarizing and note taking3. Reinforcing effort and providing recognition4. Homework and practice5. Nonlinguistic representations | <ol style="list-style-type: none">6. Cooperative learning7. Setting objectives and providing feedback8. Generating and testing hypotheses9. Cues, questions, and advance organizers10. Manage response rates |
|--|--|

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.

9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Modifications for Special Education/504 Accommodations

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Students will be provided with accommodations and modifications that may include:

- *Small group instruction
- *Read directions aloud
- *Extended time as needed
- *Provide shortened assignments
- *Repeat directions as needed
- *Sentence Starters
- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- *Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
- *Word Wall

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 5 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Graphic short stories • Extended time as needed • Read directions aloud • Assist with organization • Use of computer • Emphasize/highlight key concepts • Recognize success • Provide timelines for work completion • Break down multi-step tasks into smaller chunks • Provide copy of class notes • Graphic organizer • Sentence Starters • Manipulatives • Pictures, photographs • Word Wall • Project Based Learning 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Interdisciplinary Connections

***ELA:**

- A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- A.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- A.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
- RL.5.4.** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RI.5.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- W.5.7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.5.3.** Identify the reasons and evidence a speaker provides to support particular points.
- L.5.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

***Health:**

- 2.1.2.D.1** Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

***Science:**

- 3-ESS2-2.** Obtain and combine information to describe climates in different regions of the world.

***Social Studies:**

- 6.1.5.CivicsPL.1:** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsPR.2:** Describe the process by which immigrants can become United States citizens.
- 6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.5.GeoPP.1:** Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5.GeoPP.2:** Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5.GeoSV.1:** Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoSV.2:** Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.GeoGI.4:** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconNM.4:** Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 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.

Integration of Computer Science and Design Thinking NJSL 8

- 8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.1.5.DA.3:** Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.AP.5:** Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 6:</p> <p>March:</p> <p>Sports clothing</p> <p>Noun-adjective agreement</p> <p>Rooms in the house and furnishings</p> <p>Personal hygiene</p> <p>Digital time</p>	<p>7.1.NH.IPRET.2</p> <p>7.1.NH.IPRET.4</p> <p>7.1.NH.IPERS.4</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NH.PRSNT.4</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> • Students will identify clothing worn while playing a variety of sports. • Students will name the rooms of a house and their basic furnishings. • Students will describe rooms, furnishings and appliances and clothing using correct noun/adjective agreement. • Students will describe their daily hygiene and products used in showering, shampooing, hair styling and brushing teeth. • Students will tell time on the hour, quarter hour, and half hour recalling prior knowledge of numbers 1-60 and digital time. 	<ul style="list-style-type: none"> • Are all family dwellings the same and how can they be different? • How is the concept of time in Spanish-speaking countries different from that of the United States?
<p><i>Unit 6: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Learning to effectively communicate personal preferences and needs in the target language will enable me to be responsible for my personal hygiene and well-being. • Housing is both alike and different throughout the various Spanish speaking countries of the world compared to where we live. • The concept of time in Spanish-speaking and in the United States has similarities and differences. 		

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Curriculum Grade 5 Unit 6	Standards		Pacing	
			Days	Unit Days
	7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.	2	12
	7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).	2	
	7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Unit 6 Grade 5		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	FORN 7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Unit 6 Grade 5	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of listening to and writing from word and phrase banks and dialogues. • Cumulative Benchmarks assessment for prior months • Warm-up Activities • Teacher Observation 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • In a skit, students pretend to go to a sporting goods store, tell the worker what sports s/he plays and which article of clothing s/he is looking for. • Given a blank floor plan, students name and label the rooms and describe 3 or more typical furnishings.
Resources	Activities
<ul style="list-style-type: none"> • Grades 3 - 5 Consensus Map and Think Spanish! for scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • DVD and authentic video clips • Internet Access • Vocabulary: sports vocabulary, households ítems, romos of the house, adjectives • Games: BINGO, Matamoscas, The Spinner Game, Around the World, Lo Tengo, ¿Qué Te Falta? The Dice Game, The Ladder Game, Hangman, ¿Quién Es? 	<ul style="list-style-type: none"> • Students will choose a room and draw and label its contents. • When given a room of the house, students will respond with the name of a piece of furniture and then repeat it with an adjective with correct agreement. Example: La sala de estar: response, el sofá, el sofá rojo. • Students will complete sentences such as: Cuando me baño, uso _____. Para limpiar el pelo uso _____. • Students will use pictures of clocks to practice telling digital time on the hour, half hour, and quarter hour.

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Instructional Best Practices and Exemplars

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations | <ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates |
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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.5.CR.1:** Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5. EG.4:** Describe how an individual’s financial decisions affect society and contribute to the overall economy.
- 9.1.5.FP.3:** Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4:** Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
- 9.1.5.PB.2:** Describe choices consumers have with money (e.g., save, spend, donate).

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Upper Elementary Spanish Grade 5:

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Upper Elementary Spanish Grade 5:**

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- Use of computer
- Emphasize/highlight key concepts
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**Winslow Township School District
Upper Elementary Spanish Grade 5:**

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Winslow Township School District
Upper Elementary Spanish Grade 5:

Interdisciplinary Connections

***ELA:**

- A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- A.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- A.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
- RL.5.3.** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- RL.5.4.** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RI.5.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- W.5.7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.5.3.** Identify the reasons and evidence a speaker provides to support particular points.
- L.5.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

***Social Studies:**

- 6.1.5.CivicsPI.1:** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPI.9:** Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
- 6.1.5.CivicsPR.3:** Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- 6.1.5.GeoGI.4:** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconET.1:** Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconEM.4:** Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
- 6.1.5.HistoryCC.2:** Use a variety of sources to illustrate how the American identity has evolved over time.
- 6.1.5.HistoryUP.1:** Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
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Integration of Computer Science and Design Thinking NJSL 8

- 8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.1.5.AP.5:** Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 7:</p> <p>April-</p> <p>Family Members</p> <p>Daily Routine</p> <p>Opposites and Synonyms</p> <p>Age 1-100</p> <p>Women's History Month</p>	<p>7.1.NH.IPRET.2</p> <p>7.1.NH.IPRET.7</p> <p>7.1.NH.IPRET.4</p> <p>7.1.NH.IPERS.5</p> <p>7.1.NM.PRSNT.5</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will describe family member's personality and physical appearance. ● Students will compare family members' and learned vocabulary using opposites and synonyms. ● Students will describe their daily routine on a school day. ● Students will tell the age of family members and ask others their age. ● After reading <i>Pelitos</i> by Sandra Cisneros, students will describe their and other family member's hair. 	<ul style="list-style-type: none"> ● How are families similar and different throughout various cultures? ● What Latina women have influenced the world as we know it?
<p><i>Unit 7: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Family dynamics can be dependent upon culture and differ from our family structures in the United States. ● Learning another language fosters an appreciation for our likes and differences. ● Learning to communicate in culturally appropriate ways helps me to better talk about my daily routine in the target language. 		<ul style="list-style-type: none"> ● How does talking about family and their influence help me to appreciate my own?

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Curriculum Grade 5 Unit 7	Standards		Pacing	
			Days	Unit Days
	7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.	2	12
	7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.	2	
	7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).	2	
	7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.	2	
	7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	2	
Assessment, Re-teach and Extension			2	

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Unit 7 Grade 5		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language	FORN 7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	FORN 7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Unit 7 Grade 5	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of listening to and writing from word and phrase banks and dialogues. • Warm-up Activities • Teacher Observation 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Students will give a brief presentation about their daily routine and the times events occur. • Students are to create their own picture books with similar illustrations describing their hair and that of 4 family members using the descriptions given in the story
Resources	Activities
<ul style="list-style-type: none"> • Grades 3 - 5 Consensus Map and Think Spanish! for scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • DVD and authentic video clips • Vocabulary: numbers 1-60, Es la/son las, Yo forms of activities students do during their daily routine, reflexive verbs, family members • Games: The Spinner Game, Memoria, Matamoscas, Cambia, the Culebra Game, ¡Lo Tengo! Hangman, The Dice Game, Charades, Memoria, ¿Quién es? and BRAVO, Around the World, Bomba 	<ul style="list-style-type: none"> • Students respond to verbal questions asked by the teacher about the appearance and personality of family members orally and in writing on white boards. • Students draw 6 family members on illustration paper and label who they are in the family. Each two have opposite characteristics. They write 6 sentences describing their differences. • Students use sequencing adverbs from a word bank to write 6 or more sentences about their daily routine. The reflexive verbs needed are given in the first person in another word bank. • Students use the second person familiar and third person for “tener” to ask other students' ages and to tell the age of family members. • Students listen to the story Pelitos by Sandra Cisneros as it is read by the teacher with the pictures projected by an Elmo.

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Instructional Best Practices and Exemplars

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations | <ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates |
|--|--|

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.5.CR.1:** Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5.EG.4:** Describe how an individual’s financial decisions affect society and contribute to the overall economy.
- 9.1.5.FP.3:** Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4:** Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
- 9.1.5.PB.2:** Describe choices consumers have with money (e.g., save, spend, donate).
- 9.1.5.RML.1:** Identify risks that individuals and households face.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Modifications for Special Education/504 Accommodations

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Students will be provided with accommodations and modifications that may include:

- *Small group instruction
- * Read directions aloud
- * Extended time as needed
- *Provide shortened assignments
- *Repeat directions as needed
- *Sentence Starters
- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- * Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
- *Word Wall

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 5 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Graphic short stories • Extended time as needed • Read directions aloud • Assist with organization • Use of computer • Emphasize/highlight key concepts • Recognize success • Provide timelines for work completion • Break down multi-step tasks into smaller chunks • Provide copy of class notes • Graphic organizer • Sentence Starters • Manipulatives • Pictures, photographs • Word Wall • Project Based Learning 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Interdisciplinary Connections

***ELA:**

- A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- A.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- A.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
- RL.5.3.** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- RL.5.4.** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RI.5.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- W.5.7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- L.5.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

***Health:**

- 2.1.P.A.1** Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).

***Math:**

- 2.NBT.B.5.** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (Recalling prior knowledge of Grade 2)

***Social Studies:**

- 6.1.5.CivicsPI.1:** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPI.9:** Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
- 6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.5.GeoPP.1:** Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5.GeoGI.4:** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconET.1:** Identify positive and negative incentives that influence the decisions people make.
- 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.

Integration of Computer Science and Design Thinking NJSL 8

- 8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.1.5.DA.3:** Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.4:** Organize and present climate change data visually to highlight relationships or support a claim.

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 8:</p> <p>May and June:</p> <p>Wild animals</p> <p>Transportation</p> <p>Beverages</p> <p>Telling time analog</p> <p>Cinco de mayo</p>	<p>7.1.NH.IPRET.2</p> <p>7.1.NH.IPRET.4</p> <p>7.1.NH.IPERS.4</p> <p>7.1.NH.PRSNT.1</p> <p>7.1.NM.PRSNT.6</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will identify and describe wild (forest) animals when shown visuals. ● Students will be able to discuss the modes of transportation in Central and South American countries compared to the United States. ● Students will identify, request and give preferences of various hot and cold beverages. ● Students will tell digital time and convert it to analog time. ● Students will describe a Mariachi band as part of the Cinco de Mayo celebration. 	<ul style="list-style-type: none"> ● How can I use what I've learned about speaking Spanish to communicate and make new friends this summer? ● Which animals are typically found in the wild?
<p><i>Unit 8: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Culture can influence customs and how holidays are celebrated. ● Food and beverages are like learning a language and have the ability to connect each other throughout various cultures. ● Beverage selections in Spanish-speaking countries and in the United States have similarities and differences. ● Wild animals in Spanish-speaking countries are both alike and different than those found in the forests where we live. ● Transportation methods in Spanish-speaking countries and in the United States are similar and different. 		

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Curriculum Grade 5 Unit 8	Standards		Pacing	
			Days	Unit Days
	7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.	2	12
	7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).	2	
	7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.	2	
	7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.	2	
	7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.	2	
Assessment, Re-teach and Extension			2	

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Unit 8 Grade 5		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	FORN 7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Unit 8 Grade 5	
Assessment Plan	
<ul style="list-style-type: none"> • Warm-up Activities • Teacher Observation • Cumulative Benchmark assessment for prior months including listening, multiple choice, and reading comp 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • After practicing the Spanish words for modes of transportation, students plan a trip from their home, to Mexico, to Central America and South America, to Spain and finally to Guinea Equatorial using four means of transportation in a Power Point presentation. • Given an example and a body shape, students design and color a mariachi outfit and decorate it with glitter, and write a paragraph about the instruments in the band and the places that they might play during Cinco de Mayo and other times. Writing may be done in English.
Resources	Activities
<ul style="list-style-type: none"> • Grades 3 - 5 Consensus Map and Think Spanish! for scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • DVD and authentic video clips • Internet Access for access to various transportations methods through Central and South America, to research Mariachi bands/music. • Vocabulary: learned food/beverage vocabulary, transportation vocabulary, review of all learned vocabulary, animals • Games for food vocabulary: The Spinner Game, Memoria, Matamoscas, Cambia, the Culebra Game, ¡Lo Tengo! Hangman, The Dice Game, Charades, Memoria, ¿Quién es? Around the World, Bomba and BRAVO. 	<ul style="list-style-type: none"> • Using a PowerPoint slide show or paper pictures, students identify forest animals. • Given a list of hot and cold beverages, students will ask each other which they prefer. • Students will be shown clocks depicting digital time on the hour, quarter hour and half hour and convert it to analog time. • Students access teacher tube to see and hear a Mariachi band play.

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Instructional Best Practices and Exemplars

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations | <ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates |
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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

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<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Modifications for Special Education/504 Accommodations

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- * Extended time as needed
- *Provide shortened assignments
- *Repeat directions as needed
- *Sentence Starters
- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- * Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
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**Winslow Township School District
Upper Elementary Spanish Grade 5:**

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

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- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
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**Winslow Township School District
Upper Elementary Spanish Grade 5:**

English Language Learners	Modifications for Gifted Students
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Winslow Township School District
Upper Elementary Spanish Grade 5:

Interdisciplinary Connections

***ELA:**

- A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- A.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- A.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
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- RI.5.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- W.5.7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.5.3.** Identify the reasons and evidence a speaker provides to support particular points.
- L.5.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

***Math:**

- 2.NBT.B.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (Recalling prior knowledge of Grade 2)
- 2.NBT.A.2. Count within 1000; skip-count by 5s, 10s, and 100s. (Recalling prior knowledge of Grade 2)

***Health:**

- 2.1.P.A.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).

***Social Studies:**

- 6.1.5.CivicsPI.1:** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPI.9:** Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
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- 6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.5.GeoPP.1:** Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
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- 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.

Integration of Computer Science and Design Thinking NJSL 8

- 8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.AP.5:** Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.