



Willingboro Public Schools

"Where Excellence is the Expectation"

Willingboro Public Schools Grades 5-6 Spanish

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Mathematics, World Languages, Financial Literacy & VPA

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[Click here for the World Language Pacing Guide](#)

Overview	Content Standards	Unit Focus
Unit 1 Introductions to the Spanish Speaking World and Greetings	<p>NJSLSA Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. <p>Core Ideas</p> <ul style="list-style-type: none"> Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> 7.1.NM.IPERS.1: Request and provide information by 	<p>This unit of study is designed to introduce students to an exploratory world of Spanish culture and language using a fun, positive language learning process. This unit is designed to take advantage of the natural language learning ability and interest of the young learner. Through many interactive activities, students will learn basic Spanish conversational vocabulary and engage in brief Spanish interactions with their peers. Cultural sensitivity and understanding will also be emphasized.</p> <p>In unit one, students will learn and review basic greetings, counting from 1-50, calendar basics: the days of the week, the months of the year, how to say the date in the target language, the weather, and the colors. Students will share their likes and dislikes. They will also learn how to ask and answer basic questions about themselves in the target language. Students will learn to express feelings, answer questions about their name, and learn to introduce themselves. Students will learn about different hobbies, and how to describe personal interests. Students will review vocabulary and pronunciation for parts of the body.</p>

Overview	Content Standards	Unit Focus
	<p>asking and answering simple, practiced questions, using memorized words and phrases.</p> <ul style="list-style-type: none"> 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. <p>Core Ideas</p> <ul style="list-style-type: none"> Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. <p>Core Ideas</p> <ul style="list-style-type: none"> Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. 	

Overview	Content Standards	Unit Focus
Unit 1: Suggested Open Educational Resources	<ul style="list-style-type: none"> • Rockalingua.com, an educational resource that combines music and technological interactivity to enhance the effectiveness of Spanish lessons • Teach them Spanish Grade 3 By Waltzer-Hackett • Teach them Spanish Grade 4 By Waltzer-Hackett • World Language Community Portal 	
Unit 2 School and Home	<p>NJSLSA Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. <p>Core Ideas</p> <ul style="list-style-type: none"> • Learning a language involves interpreting meaning from 	<p>This unit of Study offers all students exposure to Spanish language and Spanish cultures around the world. This unit offers a fun, natural approach to second language acquisition with a focus on the development of communicative and verbal production. The students will learn basic Spanish vocabulary and phrases to help them describe themselves, their school, their home and family. They will also learn to express their likes and dislikes about a variety of activities. Students will engage in interactive language learning activities to reinforce basic Spanish vocabulary and phrases, learn different cultures, and appreciate diversity.</p>

Overview	Content Standards	Unit Focus
	<p>listening, viewing, and reading culturally authentic materials in the target language.</p> <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. <p>Core Ideas</p> <ul style="list-style-type: none"> Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 	

Overview	Content Standards	Unit Focus
	Core Ideas <ul style="list-style-type: none"> • Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. 	
Unit 2 <i>Suggested Open Educational Resources</i>	<ul style="list-style-type: none"> • Rockalingua.com, an educational resource that combines music and technological interactivity to enhance the effectiveness of Spanish lessons • <u>Teach them Spanish Grade 3</u> By Waltzer-Hackett • <u>Teach them Spanish Grade 4</u> By Waltzer-Hackett • Project Gutenberg Free Spanish Books • World Language Community Portal 	
Unit 3 Food and Celebrations	<p>NJSLSA Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable 	<p>In unit three, students will learn about cultural elements of the Latinx culture, including identifying the countries that speak Spanish around the world, famous Latinx people who have accomplished things, holidays and festivals in Spanish speaking countries and how they are celebrated with music, food, traditions. Students will also learn about several different forms of music, dance and art, made famous by Spanish speaking cultures. Students will also learn how to read and create a menu in the target language. This unit can also be extremely useful in teaching about the bias that some Spanish-speakers face because of the language barrier.</p>

Overview	Content Standards	Unit Focus
	<p>culturally authentic materials.</p> <ul style="list-style-type: none"> 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. <p>Core Ideas</p> <ul style="list-style-type: none"> Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. <p>Core Ideas</p> <ul style="list-style-type: none"> Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. 	

Overview	Content Standards	Unit Focus
	<p>Presentation Mode of Communication</p> <ul style="list-style-type: none"> 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. <p>Core Ideas</p> <ul style="list-style-type: none"> Presentation communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. 	
<i>Unit 3: Suggested Open Educational Resources</i>	<ul style="list-style-type: none"> Rockalingua.com, an educational resource that combines music and technological interactivity to enhance the effectiveness of Spanish lessons <u>Teach them Spanish Grade 3</u> By Waltzer-Hackett <u>Teach them Spanish Grade 4</u> By Waltzer-Hackett <u>World Language Community Portal</u> 	
<p>Unit 4</p> <p>Animals and Going Green Around the World</p>	<p>NJSLSA Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 	<p>In Unit four, students will continue to expand their vocabulary in the target language by celebrating the beauty and diversity found in the natural world. Students will learn about animals and the places they live around the world. In addition to learning the names of migratory animals from target language countries, they will also learn about the environmental impact humans have on migratory animals. Students will also learn about weather, climate, different habitats, and geographical locations in the target language countries. Lastly, students will learn vocabulary related to taking care of the environment and making good choices for the planet.</p>

Overview	Content Standards	Unit Focus
	<ul style="list-style-type: none"> 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. <p>Core Ideas</p> <ul style="list-style-type: none"> Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. 	

Overview	Content Standards	Unit Focus
	<p>Core Ideas</p> <ul style="list-style-type: none"> • Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> • 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. <p>Core Ideas</p> <ul style="list-style-type: none"> • Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. 	
<p><i>Unit 4: Suggested Open Educational Resources</i></p>	<ul style="list-style-type: none"> • Rockalingua.com, an educational resource that combines music and technological interactivity to enhance the effectiveness of Spanish lessons • Mis Cositas-Thematic Units • Teach them Spanish Grade 3 By Waltzer-Hackett • Teach them Spanish Grade 4 By Waltzer-Hackett • Project Gutenberg Free Spanish Books • World Language Community Portal 	

Unit 1: Introductions to the Spanish Speaking World and Greetings

Overview

In unit one, students will be introduced to Spanish speaking countries in Europe, Central, and South America. Students will learn and expand their knowledge of basic greetings in the target language. They will also learn how to ask and answer basic questions about themselves in the target language. Students will learn to express feelings, answer questions about their name, and learn to introduce themselves and others. Students will learn expressions of courtesy and some commonly used verbs and nouns.

Essential Questions

- Why is it useful to study Spanish?
- What basic information should I know about Spain and other Spanish-speaking countries?
- What is culture? How does the culture of Spain (or other Spanish-speaking countries) differ from that of the United States?
- What are the informal and formal forms of address and how are they used?

Enduring Understandings

- The Spanish language is officially spoken in 20 countries and by over 500 million people.
- Greetings can be either informal or formal depending on the persons who are speaking and also incorporate different gestures and cultural traditions.
- The Spanish alphabet is similar to the English one, yet there are differences in vowels, accents, and pronunciation.
- Sound systems are unique to every language and essential for effective communication.
- Language reflects and is influenced by the culture in which it is found. Members of one culture may make assumptions about other cultures based on their own attitudes and beliefs.
- Studying another language enhances understanding of one's own language and culture.

Unit 1: All About Me and Greetings

Content Standards

Performance Expectations

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

Unit 1: All About Me and Greetings

Content Standards

- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 7.1.NM.PRSENT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSENT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

Core Ideas

- Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
- Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Student Learning Objectives

Students will be able to

- Exchange greetings and goodbyes with peers
- Respond to basic Spanish commands
- Ask and Answer questions about themselves and others
- Provide basic information about Spanish-speaking countries and cultures
- Ask and tell about names
- Ask and tell about how they feel
- Introduce people
- Recognize and use common vocabulary and expressions of courtesy (please, thank you, excuse me, etc.)
- Identify the letters of the Spanish alphabet and use them in spelling

Integrated Accommodations and Modifications

Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student's IEP • Provide additional manipulatives to support instruction • Allow for alternative strategies to solve algorithms or tasks 	<p>WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> • Modify Assignments • Use testing and portfolio assessment 	<ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Provide repetition and and practice • Model skills / techniques to be mastered.

<ul style="list-style-type: none"> ● Provide the steps needed to complete the task ● Model frequently ● Provide repetition and practice. ● Use visuals to demonstrate/model the processes ● Restate, reread, and clarify directions/questions ● Ask students to restate information, directions, and assignments. ● Provide copy of class notes ● Distribute study guide for classroom tests. ● Provide preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Provide regular parent/ school communication ● Allow extended time to complete assignment ● Establish procedures for accommodations / modifications for assessments ● Allow student to take/complete tests in an alternate setting as needed <p>Appendix A: Special Education Accommodations and Modifications</p>	<ul style="list-style-type: none"> ● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) ● Repeat, rephrase, paraphrase key concepts and directions ● Allow for extended time for assignment completion as needed ● Highlight key vocabulary ● Define essential vocabulary in context ● Use graphic organizers, visuals, manipulatives and other concrete materials ● Use gestures, facial expressions and body language ● Read aloud ● Build on what students already know and prior experience 	<ul style="list-style-type: none"> ● Provide extended time to complete class work ● Provide copy of class notes ● Provide preferential seating to be mutually determined by the student and teacher ● Allow the use of a computer to complete assignments. ● Establish expectations for correct spelling on assignments ● Provide extra textbooks for home. ● Provide Peer Support ● Increase one on one time
Gifted and Talented Students	504 Plan	
<ul style="list-style-type: none"> ● Utilize advanced, accelerated, or compacted content ● Provide assignments that emphasize higher- level thinking skills. ● Allow for individual student interest ● Gear assignments to development in areas of affect, creativity, cognition, and research skills ● Allow for a variety in types of resources ● Provide problem-based assignments with planned scope and sequence ● Utilize inquiry-based instruction ● Adjust the pace of lessons ● Utilize Choice Boards ● Provide Problem-Based Learning 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Break long assignments into smaller parts ● Assist student in setting short term goals ● Allow for preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. 	

<ul style="list-style-type: none"> Establish flexible Grouping 	<ul style="list-style-type: none"> Model and reinforce organizational systems (i.e. color-coding) Write out homework assignments, check student's recording of assignments
Interdisciplinary Connections	Computer Science and Design Thinking
<p>English Language Arts</p> <ul style="list-style-type: none"> W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea. W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.PI.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 	<p>Computer Science and Design Thinking Practices</p> <ul style="list-style-type: none"> Fostering an Inclusive Computing and Design Culture Collaborating Around Computing and Design Recognizing and Defining Computational Problems Developing and Using Abstractions Creating Computational Artifacts Testing and Refining Computational Artifacts Communicating About Computing and Design <p>Computer Science and Design Thinking Standards</p> <ul style="list-style-type: none"> 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.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data. 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

- SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A.Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B.Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C.Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion
- SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Social Studies

- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

9.1 Personal Financial Literacy

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

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest

9.4 Life Literacies and Key Skills

21st Century Skills

- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
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Intercultural Statements

- Learners recognize and identify a few typical practices of the target culture.
- Through the target language, Learners recognize and identify the names of a few typical products related to Everyday Life in the Target culture and in the Learners own culture.

Climate Change

- 7.1.NM. IPRET.5- Demonstrate comprehension of brief oral and written messages using short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 7.1.NM.PRSNT.6- Name and label tangible cultural products associated with climate change in the target language regions of the world.

SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

District/School Formative Assessment Plan

Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.

Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:

- Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy)
- Exit tickets, rotational activities (stations), quizzes, and small group activities

District/School Summative Assessment Plan

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

Benchmark Assessments:

- Assessment 1.1: Mid-Unit Assessment
- Assessment 1.2: End of Unit Assessment
- Assessment 1.3: End of Unit Performance Assessment

Standardized Assessments:

- NJSLA

<ul style="list-style-type: none"> • Classwork, homework, group work (formative assessment) • Pre-Assessment, teacher's observation, class discussion, and journal 	Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.
Targeted Academic Vocabulary	
<p>Buenos días; Buenas tardes; Buenas noches; Hola; Adiós; Hasta luego; ¿Cómo está?; ¿Cómo está usted?; ¿Cómo estás?; ¿Qué tal?; ¿Qué pasa?; ¿Y usted ?/ ¿y tú?; Bien; Muy bien; Mal; Regular; Más o menos; Gracias; Por favor; ¿Cómo se llama usted?; ¿Cómo te llamas?; Me llamo...; Le presentó a...; Te presento a...; ¿Cómo se llama?; Se llama...; Mucho gusto; Encantado; Encantada; ¿Cuántos años tienes?; ¿Cuántos años tiene usted?; Tengo... años; ¿Cuántos años tiene él/ella?; El/ella tiene ...; ¿Cuándo es tu cumpleaños?; ¿Qué día es tu cumpleaños?; Mi cumpleaños es en el mes de ____; Mi cumpleaños es el...; ¿De dónde eres?; Yo soy de...; ¿Dónde vives?; Yo vivo...; ¿Dónde estudias?; Estudio en ...; Él tiene/ Ella tiene ____; Pelo rubio; Pelo castaño; Pelo negro; Yo soy...; Alto (a); Bajo(a); Bonito (a); Guapo (a); Serio (a); Pequeño (a); Bueno (a); Malo (a); Atlético (a); Artístico (a); Cómico (a); Desorganizado (a); Inteligente; Perezoso (a); Simpático (a); Joven; Pelirrojo (a); Viejo (a); Señor/Sr.; Señora/Sra.; Señorita/Srta. ,cultura latina, diversidad, música, bailes tradicionales, saludos cordiales, cortesía, buenos modales, comidas regionales que incluyen arroz, maíz, frijoles y plátanos, cambio climático, contaminación, reciclar, reutilizar y reducir el desperdicio, energía limpia, conservación del agua</p> <p>Other vocabulary depending on students' language levels</p>	

District/School Tasks	District/School Primary and Supplementary Resources
<ul style="list-style-type: none"> • Common Formative Assessments • Common District Summative Assessments • See above Assessment Sections for more information 	<p><u>District-Mandated Resources</u></p> <ul style="list-style-type: none"> • Sonrisas Teacher's Manual Level 1 • Sonrisas Portfolio Activity sheets (to be used for the composition notebooks) <p><u>Assessment Resources:</u></p> <ul style="list-style-type: none"> • Performance Assessment & Evaluation <p><u>Other Resources:</u></p> <ul style="list-style-type: none"> • Exchange information in conversations • Present simple information • Develop and perform (simple dialogues ,self introduction) • Role-playing with rubrics • Understanding of few idiomatic expressions • Observations • Audio visuals activities/exercises • Graphic organizers such as Venn Diagram • Short introductory paragraphs • Formal and informal cards,notes, postcards • Formal and informal assessments • Singing songs

- [Respectful Communication](#) (SEL)
- [Understanding Disabilities](#) (LGBTQ+/Disabilities Awareness)
- [Inspiring People of Asian/Pacific Islander Descent Article-A-Day](#) (AAPI)
- [Positive Affirmation Frames](#) (SEL)
- [Teaching about the Holocaust/Genocide, Prejudice & Bullying Using UDL \(Grades K5\)](#) (Holocaust Law)
- [Global Oneness Project: Climate Change Art](#) (Climate Change)
- [Pollution Solutions](#) (Climate Change)
- [Celebrating: AAPI Cultures and Communities](#) (AAPI)
- [10 Famous Afro-Latinas Who've Made a Powerful Impact](#) (Amistad Law)
- [La Amistad: A Child's Journey](#) (Amistad Law)
- <https://www.adl.org/families-and-educators> (Diversity, Equity, and Inclusion)

Project Ideas:

- Create a multimedia presentation about a Spanish speaking country, including the economic products produced by that nation, typical customs, and three environmental threats to that country's economy and people.

Instructional Best Practices and Exemplars

See Appendix B for Instructional Best Practices and Exemplars

Pacing Guide

Grades 5-6 Spanish Pacing Guide

Unit 2: School and Home	
Overview	
<p>This unit of Study offers all students exposure to Spanish language and Spanish cultures around the world. This unit offers a fun, natural approach to second language acquisition with a focus on the development of communicative and verbal production. The students will learn basic Spanish vocabulary and phrases to help them describe themselves, their school, their home and family. They will also learn to express their likes and dislikes about a variety of activities. Students will engage in interactive language learning activities to reinforce basic Spanish vocabulary and phrases, learn different cultures, and appreciate diversity.</p>	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What are some common classroom objects and commands that are useful? • How are the days of the week, the months of the year, the seasons and dates expressed in Spanish? • How does the weather differ in Spain and other Spanish-speaking countries? • What is a community and why is it important to be part of a community? • How do schools in Spanish speaking countries differ from the ones in the United States? 	<ul style="list-style-type: none"> • The climate and weather in Spain and other Spanish-speaking countries varies based on location and other factors. • Students will understand that living arrangements depend on family and financial circumstances and geographical locations. • Perceptions and expressions differ among languages. For example, Spanish expresses age using the verb "to have" instead of "to be." • Students will understand that school systems in all countries are important for the education of a nation. • Students will understand that different cultures have varied approaches to school and home life as well as commonalities.

Unit 2: School and Home	
Content Standards	
<ul style="list-style-type: none"> • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. • 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and 	

Unit 2: School and Home
Content Standards
<p>practiced words, phrases, and simple, formulaic sentences.</p> <ul style="list-style-type: none"> 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. <p>Core Ideas</p> <ul style="list-style-type: none"> Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Student Learning Objectives
<p>Students will be able to</p> <ul style="list-style-type: none"> Identify and say weather vocabulary, clothing, family members, school related vocabulary, rooms in a home, likes/dislikes, and common adjectives in Spanish Locate and identify Spanish speaking countries Recognize frequently used words and phrases in Spanish Respond to basic questions Express time Follow simple classroom commands Recognize the numbers from 0 - 100 and use them to express dates, time, age, and other related information Express the days, seasons, and dates Describe the weather Watch Spanish lesson videos to reinforce vocabulary Comprehend and respond to stories read in Spanish Illustrate and participate in cultural activities Develop awareness of family members and traditions. Identify rooms in a home and things in a classroom Provide information on likes and dislikes related to colors, numbers, school, and seasons Imitate, recite, and dramatize simple rhymes, songs, and skits

Integrated Accommodations and Modifications		
Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> Utilize modifications & accommodations delineated in the student's IEP Provide additional manipulatives to support instruction Allow for alternative strategies to solve algorithms or tasks Provide the steps needed to complete the task Model frequently Provide repetition and practice. Use visuals to demonstrate/model the processes Restate, reread, and clarify directions/questions Ask students to restate information, directions, and assignments. Provide copy of class notes Distribute study guide for classroom tests. Provide preferential seating to be mutually determined by the student and teacher Provide extra textbooks for home. Provide regular parent/ school communication Allow extended time to complete assignment Establish procedures for accommodations / modifications for assessments Allow student to take/complete tests in an alternate setting as needed <p>Appendix A: Special Education Accommodations and Modifications</p>	<p>WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> Modify Assignments Use testing and portfolio assessment Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Repeat, rephrase, paraphrase key concepts and directions Allow for extended time for assignment completion as needed Highlight key vocabulary Define essential vocabulary in context Use graphic organizers, visuals, manipulatives and other concrete materials Use gestures, facial expressions and body language Read aloud Build on what students already know and prior experience 	<ul style="list-style-type: none"> Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Provide repetition and and practice Model skills / techniques to be mastered. Provide extended time to complete class work Provide copy of class notes Provide preferential seating to be mutually determined by the student and teacher Allow the use of a computer to complete assignments. Establish expectations for correct spelling on assignments Provide extra textbooks for home. Provide Peer Support Increase one on one time
Gifted and Talented Students	504 Plan	
<ul style="list-style-type: none"> Utilize advanced, accelerated, or compacted content Provide assignments that emphasize higher- level thinking skills. 	<ul style="list-style-type: none"> Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. 	

- Allow for individual student interest
- Gear assignments to development in areas of affect, creativity, cognition, and research skills
- Allow for a variety in types of resources
- Provide problem-based assignments with planned scope and sequence
- Utilize inquiry-based instruction
- Adjust the pace of lessons
- Utilize Choice Boards
- Provide Problem-Based Learning
- Establish flexible Grouping

- Provide repetition and and practice
- Model skills / techniques to be mastered.
- Provide extended time to complete class work
- Provide copy of class notes
- Break long assignments into smaller parts
- Assist student in setting short term goals
- Allow for preferential seating to be mutually determined by the student and teacher
- Provide extra textbooks for home.
- Model and reinforce organizational systems (i.e. color-coding)
- Write out homework assignments, check student's recording of assignments

Interdisciplinary Connections

English Language Arts,

- convey ideas and information clearly. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
- W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate
- W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Computer Science and Design Thinking

Computer Science and Design Thinking Practices

- Fostering an Inclusive Computing and Design Culture
- Collaborating Around Computing and Design
- Recognizing and Defining Computational Problems
- Developing and Using Abstractions
- Creating Computational Artifacts
- Testing and Refining Computational Artifacts
- Communicating About Computing and Design

Computer Science and Design Thinking Standards

- 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.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

- SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. A.Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B.Follow agreed-upon rules for discussions and carry out assigned roles. C.Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL.PI.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A.Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B.Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C.Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion
- SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information

Social Studies

- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards**9.1 Personal Financial Literacy**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest

9.4 Life Literacies and Key Skills**21st Century Skills**

- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
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- **Social Awareness**
- **Responsible Decision Making**

- Relationship Skills

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

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<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:</p> <ul style="list-style-type: none"> Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy) Exit tickets, rotational activities (stations), quizzes, and small group activities Classwork, homework, group work (formative assessment) Pre-Assessment, teacher's observation, class discussion, and journal 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> Assessment 1.1: Mid-Unit Assessment Assessment 1.2: End of Unit Assessment Assessment 1.3: End of Unit Performance Assessment <p>Standardized Assessments:</p> <ul style="list-style-type: none"> NJSLA <p>Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.</p>
Targeted Academic Vocabulary	
<p>El apartamento; La casa; El jardín; El patio; El garaje; La cerca; El piso; La planta baja; La cocina; El comedor; El cuarto; La sala; El baño; El suelo; La escalera; La alfombra; La cama; La cómoda; El espejo; La lámpara; El sillón; El sofá; Los muebles; Las cortinas; El centro; El edificio; La piscina; La biblioteca; El café; El restaurante; El teatro; El cine; El parque; La tienda; El centro comercial; La iglesia; La mezquita; El templo; El correo; La librería; El centro de videojuegos; El lugar; Los abuelos; La abuela; El abuelo; Los padres; La madre / mamá; El padre/ papá; Familia; Miembros; Bebé; Hijo/Hija; ¿Cuántos miembros hay en tu familia?; ¿Cómo se llama tu madre/padre?; El hermano; La hermana; El tío; La tía; El primo; La prima; El perro; El gato, el clima, la conservación. Yo soy ...; ¿Cómo te llamas?; Me llamo ...; ¿Quién es?; Él es ...; Ella es ...; Un niño; Una niña; Mi amigo; Mi amiga; Mi profesora; Señor; Señora; Señorita; Un chico; Una chica; Un hombre; Una mujer; El maestro; La maestra; Silencio, por favor; Muy Bien; Bien hecho; Fantástico; Lo puedes hacer; Échale ganas; ¿Cómo se dice?; No entiendo; ¿Y usted?; ¿Y tú?; Yo tengo clase de ...; Él tiene; Ella tiene; Yo soy ...; Él/Ella es ...; ¿Dónde está?; Está ...; ¿Dónde están?; Están ...; ¿A qué hora es ...?; A la (s) .../ La ...; ¿A qué hora son ...?; El pizarrón; La tiza; El borrador; El reloj; El mapa; El escritorio; La silla; El cuaderno; El papel; La pluma; El lápiz; El sacapuntas; La calculadora; La mochila; La puerta; La ventana; El computador; El horario; La clase; La cafetería; El gimnasio; La biblioteca; Los baños; El pasillo; La oficina; del director; Las materias; El arte; Las ciencias; El español; La historia; El inglés; Las matemáticas; La ortografía; Al lado de; Encima de; Debajo de; Cerca de; A la derecha de; A la izquierda de;</p> <p>Other vocabulary depending on students' language level</p>	
District/School Tasks	District/School Primary and Supplementary Resources
<ul style="list-style-type: none"> Common Formative Assessments Common District Summative Assessments 	<p><u>District-Mandated Resources</u></p> <ul style="list-style-type: none"> Sonrisas Teacher's Manual Level 1

- See above Assessment Sections for more information

- Sonrisas Portfolio Activity sheets (to be used for the composition notebooks)

Assessment Resources:

- Performance Assessment & Evaluation
- District Spanish Grading Rubric

Other Resources:

- Daily Journal
- [TPRSofNJ :: Home](#)
- [Super Teacher Worksheets - Thousands of Printable Activities](#)
- [Colorín Colorado | A bilingual site for educators and families of English language learners](#)
- [El abecedario en español](#)
- [Hola a todos: A Spanish Greeting Song - Calico Spanish Songs for Kids](#)
- [Un sillón para mi mamá lectura en voz alta](#) (**Diversity, Equity, and Inclusion**)
- [Las Familias Somos Diferente](#) (**Diversity, Equity, and Inclusion**)
- [Interactives | Explore – Climate Change: Vital Signs of the Planet](#) (**Climate Change**)
- [Residential property markets and investments in Latin America](#)
- [Newsela - Los perros y los gatos pueden realmente vivir en armonía en el mismo hogar](#)
- [Chicago animals could face fight for survival](#)
- [Respectful Communication](#) (**SEL**)
- [Understanding Disabilities](#) (**LGBTQ+/Disabilities Awareness**)
- [Inspiring People of Asian/Pacific Islander Descent Article-A-Day](#) (**AAPI**)
- [Positive Affirmation Frames](#) (**SEL**)
- [Teaching about the Holocaust/Genocide, Prejudice & Bullying Using UDL \(Grades K5\)](#) (**Holocaust Law**)
- [Global Oneness Project: Climate Change Art](#) (**Climate Change**)
- [Pollution Solutions](#)(**Climate Change**)

Project Ideas:

- Students will create a budget to furnish and decorate an apartment.
- Students will design a classroom, including furniture and supplies, they will also create a budget listing the price for furniture and supplies in the room.

Instructional Best Practices and Exemplars

See Appendix B for Instructional Best Practices and Exemplars

Pacing Guide**Grades 5-6 Spanish Pacing Guide****Unit 3: Food & Celebrations!****Overview**

In unit three, students will learn about cultural elements of the Latinx culture, including identifying the countries that speak Spanish around the world, famous Latinx people who have accomplished things, holidays and festivals in Spanish speaking countries and how they are celebrated with music, food, traditions. Students will also learn about several different forms of music, dance and art, made famous by Spanish speaking cultures. Students will also learn how to read and create a menu in the target language. This unit can also be extremely useful in teaching about the bias that some Spanish-speakers face because of the language barrier.

Essential Questions

- Why is it important to learn about the culture of Spanish-speaking countries?
- Why is it important to learn about foods, music, dance, and traditions around the holidays in Spanish-speaking countries?
- How can learning a foreign language help me in the future?
- How do the weather and the seasons affect what activities we participate in?
- How do cultural practices related to food and dining differ in Spanish-speaking countries?
- How do culture and geography affect people's eating habits?

Enduring Understandings

- Different cultures can have their own celebrations and some celebrations have different customs.
- Communication is one way to learn about a culture.
- Learning about different cultural perspectives helps to foster respect.
- There are both similarities and differences relating to sports and pastimes in Spain and the United States.
- Weather, climate, and geography influence the activities that people participate in.
- Spanish culture differs from American culture in regards to food preferences, methods of preparation and consumption, meal times, portion sizes, and cultural attitudes and practices.
- American fast food has influenced and/or become part of many Spanish-speaking cultures and the cooking techniques and dishes of Latin America have influenced American cuisine.

Unit 3: Food & Celebrations!**Content Standards****Performance Expectations**

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

Unit 3: Food & Celebrations!

Content Standards

- 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.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 7.1.NM.PRSENT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSENT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

Core Ideas

- Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
- Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Student Learning Objectives

Students will be able to

- Students will be able to skim and scan target language with culturally authentic texts to identify words and phrases associated with food preferences, products and practices of the target culture(s).
- Students will be able to use memorized words and phrases to ask and respond to questions related to food preferences, products and practices.
- Students will be able to present cultural products and cultural practices related to food as found in age- and level-appropriate, culturally authentic materials.
- Students will be able to demonstrate knowledge of body parts in Spanish.
- Students will be able to demonstrate ability to describe and discuss healthy habits to lead a healthy life.
- Students will understand how to create a budget for grocery shopping and going out to eat.
- Students will be able to dramatize an authentic song or recite a poem associated with a target culture celebration.
- Students will be able to demonstrate understanding of cultural celebrations in Spanish-speaking countries.

- Students will be able to demonstrate their knowledge of music, dance, the arts and food associated with celebrations.
- Students will be able to identify the rich and diverse afro-caribbean cultures of Latin America and the contributions made by afro-caribbeans.
- Students will be able to talk about likes, dislikes, and preferences
- Students will be able to talk about sports and activities
- Students will be able to identify basic food and drinks
- Students will be able to use basic expressions to order food
- Students will be able to identify the colors

Integrated Accommodations and Modifications

Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student's IEP • Provide additional manipulatives to support instruction • Allow for alternative strategies to solve algorithms or tasks • Provide the steps needed to complete the task • Model frequently • Provide repetition and practice. • Use visuals to demonstrate/model the processes • Restate, reread, and clarify directions/questions • Ask students to restate information, directions, and assignments. • Provide copy of class notes • Distribute study guide for classroom tests. • Provide preferential seating to be mutually determined by the student and teacher • Provide extra textbooks for home. • Provide regular parent/ school communication • Allow extended time to complete assignment • Establish procedures for accommodations / modifications for assessments 	<p>WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> • Modify Assignments • Use testing and portfolio assessment • Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) • Repeat, rephrase, paraphrase key concepts and directions • Allow for extended time for assignment completion as needed • Highlight key vocabulary • Define essential vocabulary in context • Use graphic organizers, visuals, manipulatives and other concrete materials • Use gestures, facial expressions and body language • Read aloud • Build on what students already know and prior experience 	<ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Provide repetition and and practice • Model skills / techniques to be mastered. • Provide extended time to complete class work • Provide copy of class notes • Provide preferential seating to be mutually determined by the student and teacher • Allow the use of a computer to complete assignments. • Establish expectations for correct spelling on assignments • Provide extra textbooks for home. • Provide Peer Support • Increase one on one time

<ul style="list-style-type: none"> Allow student to take/complete tests in an alternate setting as needed <p>Appendix A: Special Education Accommodations and Modifications</p>		
Gifted and Talented Students	504 Plan	
<ul style="list-style-type: none"> Utilize advanced, accelerated, or compacted content Provide assignments that emphasize higher- level thinking skills. Allow for individual student interest Gear assignments to development in areas of affect, creativity, cognition, and research skills Allow for a variety in types of resources Provide problem-based assignments with planned scope and sequence Utilize inquiry-based instruction Adjust the pace of lessons Utilize Choice Boards Provide Problem-Based Learning Establish flexible Grouping 	<ul style="list-style-type: none"> Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Provide repetition and and practice Model skills / techniques to be mastered. Provide extended time to complete class work Provide copy of class notes Break long assignments into smaller parts Assist student in setting short term goals Allow for preferential seating to be mutually determined by the student and teacher Provide extra textbooks for home. Model and reinforce organizational systems (i.e. color-coding) Write out homework assignments, check student's recording of assignments 	
Interdisciplinary Connections	Computer Science and Design Thinking	
<p>English Language Arts</p> <ul style="list-style-type: none"> convey ideas and information clearly. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C.Use precise language and domain-specific vocabulary to inform about or explain the topic. W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea. W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. B.Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. D.Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 	<p>Computer Science and Design Thinking Practices</p> <ul style="list-style-type: none"> Fostering an Inclusive Computing and Design Culture Collaborating Around Computing and Design Recognizing and Defining Computational Problems Developing and Using Abstractions Creating Computational Artifacts Testing and Refining Computational Artifacts Communicating About Computing and Design <p>Computer Science and Design Thinking Standards</p> <ul style="list-style-type: none"> 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.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data. 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. 	

- W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. A.Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B.Follow agreed-upon rules for discussions and carry out assigned roles. C.Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL.PI.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A.Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B.Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C.Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion
- SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information

Social Studies

- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

9.1 Personal Financial Literacy

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest

9.4 Life Literacies and Key Skills

21st Century Skills

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology Integration

- 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2)
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
- 9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Intercultural Statements

- Learners recognize and identify a few typical practices of the target culture.
- Through the target language, Learners recognize and identify the names of a few typical products related to Everyday Life in the Target culture and in the Learners own culture.

Climate Change

- 7.1.NM. IPRET.5- Demonstrate comprehension of brief oral and written messages using short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 7.1.NM.PRSNT.6- Name and label tangible cultural products associated with climate change in the target language regions of the world.

SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:</p> <ul style="list-style-type: none"> • Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy) • Exit tickets, rotational activities (stations), quizzes, and small group activities • Classwork, homework, group work (formative assessment) • Pre-Assessment, teacher's observation, class discussion, and journal • Teacher's observation, class discussion, and Student Notebook 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • Assessment 1.1: Mid-Unit Assessment • Assessment 1.2: End of Unit Assessment • Assessment 1.3: End of Unit Performance Assessment <p>Standardized Assessments:</p> <ul style="list-style-type: none"> • NJSLA <p>Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.</p>
Targeted Academic Vocabulary	
<p>Me gusta/ No me gusta; Comer; Beber; Cocinar; Andar; Restaurante; Tener ganas de...; Tener hambre; Tener sed; Compartir; Vender; El desayuno; El almuerzo' La cena' La bebida' El café; El jugo de naranja; La leche; El agua; El refresco/el soda; La comida; El huevo; El cereal; El pan; El queso; El yogur; La ensalada; La hamburguesa; El sándwich de jamón con queso; Las papas fritas; La pizza; El arroz; El arroz con gandules; El arroz con habichuelas; Las galletas; La sopa; La banana; La manzana; Las uvas; Delicioso/ deliciosa; Rico/ rica; Picante; Nutritivo; Horrible; ¿Cómo?; ¿Cuál(es); ¿Por qué?; ¿Qué?; ¿Quién?; ¿Cuánto cuesta ...?; La cuenta, por favor...; Azul; Rojo; Amarillo; Blanco; Negro; Marrón; Rosado; Morado; Anaranjado; Gris; Café; Verde; La salud; El ejercicio; La comida; El peso; La actividad; El entrenamiento; El comer; La playa; El mar; El ojo/ los ojos; La oreja/ las orejas; La nariz; La boca; El brazo; La cabeza; El corazón; El cuerpo; El estómago; El pie/ los pies; La piel; La pierna/ las piernas; La rodilla/ Las rodillas; El tobillo/ los tobillos; Aumento de peso; Pérdida de peso; Caminar; Correr; Dar un paseo; Tener dolor; Tener cuidado; Tener buena salud; Hacer ejercicio; Estar a dieta; Estar en forma; Hacer deporte; Hacer yoga; Hacer bicicleta; Levantar pesas; Bucear; Hacer esquí acuático; Tomar el sol , agricultura, desperdicio de alimentos, impacto ambiental de la agricultura, planificación de comidas, presupuesto de alimentos. Las celebraciones; Las fiestas; Las fiestas patrias; Las fiestas religiosas; El día nacional; La feria; El carnaval; El cumpleaños; El bautismo; El matrimonio; El aniversario; El compromiso; El paseo; La antorcha; La banda; La raza; La hispanidad; Los bailarines; Los músicos; El disfraz; Las máscaras; Los cascarones; Los andinos; Los incas; El quechua; El brindis; La decoración; La música; El baile; La invitación; El papel picado; El pastel; La reunión; La piñata – Romper la piñata; Los globos; Las velas; Las luces; Las flores; Los dulces; El regalo; La sorpresa, música diversa y bailes inspirados en África, Cantantes y artistas latinos.</p> <p>Other vocabulary depending on students' language levels</p>	

District/School Tasks	District/School Primary and Supplementary Resources
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- Common Formative Assessments
- Common District Summative Assessments
- See above Assessment Sections for more information

District-Mandated Resources

- Sonrisas Teacher's Manual Level 1
- Sonrisas Portfolio Activity sheets (to be used for the composition notebooks)

Assessment Resources:

- Performance Assessment & Evaluation
- District Spanish Grading Rubric

Other Resources:

- Exchange information in conversations
- Present simple information
- Develop and perform (simple dialogues ,self introduction)
- Role-playing with rubrics
- Understanding of few idiomatic expressions
- Observations
- Audio visuals activities/exercises
- Graphic organizers such as Venn Diagram
- Short introductory paragraphs
- Formal and informal cards,notes, postcards
- Formal and informal assessments
- Singing songs
- [Respectful Communication](#) (SEL)
- [Understanding Disabilities](#) (LGBTQ+/Disabilities Awareness)
- [Inspiring People of Asian/Pacific Islander Descent Article-A-Day](#) (AAPI)
- [Positive Affirmation Frames](#) (SEL)
- [Teaching about the Holocaust/Genocide, Prejudice & Bullying Using UDL \(Grades K5\)](#) (Holocaust Law)
- [Global Oneness Project: Climate Change Art](#) (Climate Change)
- [Pollution Solutions](#) (Climate Change)
- [Celebrating: AAPI Cultures and Communities](#) (AAPI)
- [10 Famous Afro-Latinas Who've Made a Powerful Impact](#) (Amistad Law)
- [La Amistad: A Child's Journey](#) (Amistad Law)
- [For Families and Educators | ADL](#) (Diversity, Equity, and Inclusion)

Project Ideas:

	<ul style="list-style-type: none"> Research celebrations in a target country and plan an authentic fiesta, include a budget for costs, a food menu, entertainment, and decorations.
Instructional Best Practices and Exemplars	
See Appendix B for Instructional Best Practices and Exemplars	
Pacing Guide	
Grades 5-6 Spanish Pacing Guide	

Unit 4: Animals & Going Green Around the World	
Overview	
<p>In Unit four, students will continue to expand their vocabulary in the target language by celebrating the beauty and diversity found in the natural world. Students will learn about animals and the places they live around the world. In addition to learning the names of migratory animals from target language countries, they will also learn about the environmental impact humans have on migratory animals. Students will also learn about weather, climate, different habitats, and geographical locations in the target language countries. Students will also learn about clothing and fashion. Lastly, students will learn vocabulary related to taking care of the environment and making good choices for the planet.</p>	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> Why is it important to learn about different countries and languages? What are ways that I can help animals and the environment around the world? How is my life in New Jersey different from someone who lives in a different country? What role does fashion play in Spanish culture? How do climate and location affect clothing choices? How does shopping differ in other countries? How are physical characteristics and personality traits expressed in Spanish? Why are the verbs "ser" and "estar" two of the most frequently-used verbs in Spanish? 	<ul style="list-style-type: none"> Different countries have different geography, climate, and animals. Everyone can help the planet by acting locally. Learning about different countries and cultures helps people connect and respect one another. Fashion and style are a reflection of the culture, traditions and attitudes of a society. The practice of shopping differs among cultures. Describing oneself and one's family and friends is an essential component of communicating with others. Both the verbs "ser" and "estar" mean "to be" and are used in different contexts. They are two of the most frequently-used verbs in Spanish.

Unit 4: Animals & Going Green Around the World
Content Standards
Performance Expectations <ul style="list-style-type: none"> 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

Unit 4: Animals & Going Green Around the World

Content Standards

- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 7.1.NM.PRSENT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSENT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

Core Ideas

- Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
- Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Student Learning Objectives

Students will be able to

- Recognize names and characteristics of migratory animals contained in culturally authentic materials using electronic information sources.
- Interpret visual resources to complete a graphic organizer about the needs and physical characteristics of some migratory animals.
- Recognize names of habitats, continents, and countries in which migratory animals live as found in culturally authentic materials from electronic information sources.
- Imitate appropriate intonation for asking different types of questions about migratory animals, their habitats, and geographical locations in the target language.
- Ask memorized questions with a partner about different animals, their characteristics, and their needs for food, shelter, and survival.
- Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with recycled products of the target culture(s).
- Give and follow directions regarding recycled products.
- Ask and respond to memorized questions about recycled products using digital tools and face-to-face communications.

- Produce a multimedia rich presentation that compares recycled products of the target culture(s) with those of the local school/community using information found in age- and level-appropriate culturally authentic texts.
- Describe people's physical characteristics and personality
- Identify and describe basic articles of clothing
- Identify common animals
- Use the verb "ser" in describing people and animals

Integrated Accommodations and Modifications

Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Provide additional manipulatives to support instruction ● Allow for alternative strategies to solve algorithms or tasks ● Provide the steps needed to complete the task ● Model frequently ● Provide repetition and practice. ● Use visuals to demonstrate/model the processes ● Restate, reread, and clarify directions/questions ● Ask students to restate information, directions, and assignments. ● Provide copy of class notes ● Distribute study guide for classroom tests. ● Provide preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Provide regular parent/ school communication ● Allow extended time to complete assignment ● Establish procedures for accommodations / modifications for assessments ● Allow student to take/complete tests in an alternate setting as needed 	<p>WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> ● Modify Assignments ● Use testing and portfolio assessment ● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) ● Repeat, rephrase, paraphrase key concepts and directions ● Allow for extended time for assignment completion as needed ● Highlight key vocabulary ● Define essential vocabulary in context ● Use graphic organizers, visuals, manipulatives and other concrete materials ● Use gestures, facial expressions and body language ● Read aloud ● Build on what students already know and prior experience 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Provide preferential seating to be mutually determined by the student and teacher ● Allow the use of a computer to complete assignments. ● Establish expectations for correct spelling on assignments ● Provide extra textbooks for home. ● Provide Peer Support ● Increase one on one time

Appendix A: Special Education Accommodations and Modifications		
Gifted and Talented Students		504 Plan
<ul style="list-style-type: none">• Utilize advanced, accelerated, or compacted content• Provide assignments that emphasize higher- level thinking skills.• Allow for individual student interest• Gear assignments to development in areas of affect, creativity, cognition, and research skills• Allow for a variety in types of resources• Provide problem-based assignments with planned scope and sequence• Utilize inquiry-based instruction• Adjust the pace of lessons• Utilize Choice Boards• Provide Problem-Based Learning• Establish flexible Grouping		<ul style="list-style-type: none">• Pair visual prompts with verbal presentations• Ask students to restate information, directions, and assignments.• Provide repetition and and practice• Model skills / techniques to be mastered.• Provide extended time to complete class work• Provide copy of class notes• Break long assignments into smaller parts• Assist student in setting short term goals• Allow for preferential seating to be mutually determined by the student and teacher• Provide extra textbooks for home.• Model and reinforce organizational systems (i.e. color-coding)• Write out homework assignments, check student's recording of assignments
Interdisciplinary Connections		Computer Science and Design Thinking
English Language Arts <ul style="list-style-type: none">• convey ideas and information clearly. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C.Use precise language and domain-specific vocabulary to inform about or explain the topic.• W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.• W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate• W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. B.Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. D.Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.• W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		Computer Science and Design Thinking Practices <ul style="list-style-type: none">• Fostering an Inclusive Computing and Design Culture• Collaborating Around Computing and Design• Recognizing and Defining Computational Problems• Developing and Using Abstractions• Creating Computational Artifacts• Testing and Refining Computational Artifacts• Communicating About Computing and Design Computer Science and Design Thinking Standards <ul style="list-style-type: none">• 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.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.• 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

- SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. A.Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B.Follow agreed-upon rules for discussions and carry out assigned roles. C.Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL.PI.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A.Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B.Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C.Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion
- SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information

Social Studies

- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

Science

- 5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment, and address climate change issues
- MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused climate change over the past century

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

9.1 Personal Financial Literacy

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest

9.4 Life Literacies and Key Skills

21st Century Skills

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). • 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology Integration

- 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2)
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
- 9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Intercultural Statements

- Learners recognize and identify a few typical practices of the target culture.
- Through the target language, Learners recognize and identify the names of a few typical products related to Everyday Life in the Target culture and in the Learners' own culture.

Climate Change

- 7.1.NM. IPRET.5- Demonstrate comprehension of brief oral and written messages using short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 7.1.NM.PRSENT.6- Name and label tangible cultural products associated with climate change in the target language regions of the world.

SEL Competencies
<ul style="list-style-type: none"> • Self - Awareness • Self - Management • Social Awareness • Responsible Decision Making • Relationship Skills <p>https://www.nj.gov/education/safety/wellness/selearning/index.shtml</p>

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:</p> <ul style="list-style-type: none"> • Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy) • Exit tickets, rotational activities (stations), quizzes, and small group activities • Classwork, homework, group work, presentations, and projects (formative assessment) • Pre-Assessment, teacher's observation, class discussion, and journal 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • Assessment 1.1: Mid-Unit Assessment • Assessment 1.2: End of Unit Assessment • Assessment 1.3: End of Unit Performance Assessment <p>Standardized Assessments:</p> <ul style="list-style-type: none"> • NJSLA <p>Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.</p>

Targeted Academic Vocabulary
<p>El norte; El sur; El este; El oeste; invierno; primavera; verano; otoño; temporada; estación; El ártica; El antártica; El elefante africano; El elefante asiático; El bisonte americano; El caribú; La rana; El cangrejo; Las tortugas marinas; La tintorera; El pájaro azul; El ruiseñor; El colibri; La mariposa monarca; El murciélago rojo; El delfín la ballena blanca; El ánade real; La oca; La cacatúa; Las patas; El animal; mascota; conejo; gato; llama; loro; mono; pájaro; perro; pez/peces; pingüino; rana; tortuga, medio ambiente, cambio climático, estudios medioambientales, impacto de la contaminación en los animales, inmigración, migración, holocausto, esclavitud, guerra, pobreza. La ropa, camisa, vestido, pantalones, blusa, playera, camiseta, calcetines, zapatos, tenis, sueter.</p> <p>Other vocabulary depending on students' language levels</p>

District/School Tasks	District/School Primary and Supplementary Resources
<ul style="list-style-type: none"> • Common Formative Assessments • Common District Summative Assessments • See above Assessment Sections for more information 	<p>District-Mandated Resources</p> <ul style="list-style-type: none"> • Sonrisas Teacher's Manual Level 1

- Sonrisas Portfolio Activity sheets (to be used for the composition notebooks)

Assessment Resources:

- District Spanish Grading Rubric

Other Resources:

- Exchange information in conversations
- Present simple information
- Develop and perform (simple dialogues ,self introduction)
- Role-playing with rubrics
- Understanding of few idiomatic expressions
- Observations
- Audio visuals activities/exercises
- Graphic organizers such as Venn Diagram
- Short introductory paragraphs
- Formal and informal cards,notes, postcards
- Formal and informal assessments
- Singing songs
- [Respectful Communication](#) (SEL)
- [Understanding Disabilities](#) (LGBTQ+/Disabilities Awareness)
- [Inspiring People of Asian/Pacific Islander Descent Article-A-Day](#) (AAPI)
- [Positive Affirmation Frames](#) (SEL)
- [Teaching about the Holocaust/Genocide, Prejudice & Bullying Using UDL \(Grades K5\)](#) (Holocaust Law)
- [Global Oneness Project: Climate Change Art](#) (Climate Change)
- [Pollution Solutions](#) (Climate Change)
- [Celebrating: AAPI Cultures and Communities](#) (AAPI)
- [10 Famous Afro-Latinas Who've Made a Powerful Impact](#) (Amistad Law)
- [La Amistad: A Child's Journey](#) (Amistad Law)
- <https://www.adl.org/families-and-educators> (Diversity, Equity, and Inclusion)

Project Ideas:

- Research a Spanish Speaking country and compare how the climate and environment is different from New Jersey. Describe the factors impacting

	the environment in that specific nation and solutions to help the environment in the target country.
Instructional Best Practices and Exemplars	
See Appendix B for Instructional Best Practices and Exemplars	
Pacing Guide	
Grades 5-6 Spanish Pacing Guide	

Appendix A: Accommodations and Modifications**Appendix A: Accommodations and Modifications: Unit 1****Accommodation:**

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Modifications:

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Appendix A: Accommodations and Modification: Unit 2**Accommodations:**

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Modifications:

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Appendix A: Accommodations and Modification: Unit 3**Accommodations:**

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Modifications:

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Appendix A: Accommodations and Modification: Unit 4**Accommodations:**

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Modifications:

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Appendix B: Instructional Best Practices and Exemplars:**Appendix B: Instructional Best Practices and Exemplars: Unit 1****Sample Activities:**

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Sample Exemplar:

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Appendix B: Instructional Exemplars and Explanations: Unit 2**Sample Activities:**

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Sample Exemplar:

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Appendix B: Instructional Best Practices and Exemplars: Unit 3**Sample Activities:**

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Sample Exemplar:

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Appendix B: Instructional Best Practices and Exemplars: Unit 4**Sample Activities:**

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Sample Exemplar:

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