

# **Spanish Grade 5 Course Overview Copied from: World Language, Copied on: 08/31/22**

Content Area: **World Language**  
Course(s): **SPANISH I**  
Time Period: **Full Year Course**  
Length: **180 Days**  
Status: **Published**

## **Cover**

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### **EAST BRUNSWICK PUBLIC SCHOOLS**

**East Brunswick New Jersey**

#### **Superintendent of Schools**

Dr. Victor P. Valeski

#### **World Languages**

#### **Spanish Grade 5**

Course Number: 4205

### **BOARD OF EDUCATION**

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Course Adoption: 9/01/2016

## **Course Overview**

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This **Grade 5 Spanish** curriculum is designed to enable language learners to meet the Novice-Low/Novice-Mid level of proficiency as defined by the American Council on the Teaching of Foreign Languages (ACTFL) and the New Jersey World Language Student Learning Standards. It is designed to move students along the proficiency continuum from Novice-Low to Novice-Mid. Teachers use the ACTFL rubrics for proficiency assessment. Students will demonstrate, through multiple forms of assessments, their ability to communicate in the target language within the novice range in the interpretive, interpersonal and presentational modes of communication.

The Standard of World Languages, which addresses communication, culture, connections, comparisons and communities, is integrated into instruction. Each thematic unit addresses all modes of communication set forth by the NJ State Student Learning Standards for World Languages. The course also reinforces and contributes to the development of other standards in the areas of Career Readiness, Life Literacies, and Key Skills, Computer Science and Design Thinking, Visual and Performing Arts, Language Arts Literacy, and Social Studies.

## **Modifications**

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### **Special education students**

- Additional time
- Modified assignments
- Tutoring assistance and note takers in class
- Individualized learning pace

### **English language learners**

- Use of home language on assessment instructions
- Use of relevant vocabulary and/or pictures
- Facilitate the use of student's target language through the use of language translator between teachers and students
- Heavy reliance on visual clues and body language

## **Students at risk of school failure**

- Verbal encouragements
- Reducing the number of questions in a task
- Allow students to use alternative ways of completing a task (orally, visually)
- Pairing with a gifted or talented student
- Reduce stress factor with one-on-one meetings and making accommodations according to individual needs

## **Gifted and talented students**

- Differentiated instruction
- Higher level contest
- Pair with native speakers

## **Students with 504 plans**

- Personalized modifications
- Follow 504 plan guidelines
- Breaks between tasks
- Have contingency plans
- Use de-escalating strategies
- Chart progress and maintain data

## **Materials and Resources**

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### **Personal and Public Identities**

¿Puedo hacer eso?  
Peces

### **Family and Communities**

Mi familia y yo  
Mi mascota  
Mi cumpleaños

### **Science and Technology**

Comer fruta  
Miro las frutas

## **Content Specific Standards**

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### **NJSLS World Language**

**Novice Mid learners** understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

#### **INTERPRETIVE**

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.

#### **INTERPERSONAL**

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.

## **PRESENTATIONAL**

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

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

## **Interdisciplinary Standards**

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## Visual and Performing Arts

1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.

1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## Social Studies

6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.

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

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

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

## Computer Science and Design Thinking

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### [Computer Science and Design Thinking](#)

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.

### Pacing Guide

UNIT ONE			
Theme	Title	Pacing Guide	Summative Assessments
Personal and Public Identities	Who Am I?	Marking Period One	Interpretive, interpersonal and presentational tasks are administered throughout the marking period.
UNIT TWO			
Theme	Title	Pacing Guide	Summative Assessments
Family and Community	How Do You Celebrate?	Marking Period Two	Interpretive, interpersonal and presentational tasks are administered throughout the marking period.
UNIT THREE			
Theme	Title	Pacing Guide	Summative Assessments
Contemporary Life	I am New to Your School!	Marking Period Three	Interpretive, interpersonal and presentational tasks are administered throughout the marking period.
UNIT FOUR			
Theme	Title	Pacing Guide	Summative Assessments
Science and Technology	Which Foods Do You Like?	Marking Period Four	Interpretive, interpersonal and presentational tasks are administered throughout the marking period.

## **Formative and Summative Assessment**

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### **FORMATIVE ASSESSMENTS**

Marzano Scale  
Thumbs Up, Thumbs Down  
Mini whiteboards  
Google Voice Calls  
Ticket out the Door/Exit Tickets  
Digital Exit Checks (Poll Everywhere, Socrative, Google Forms)  
Four Corners  
Sequence Cards  
Window Panes  
Planned speaking assessments  
Postcard  
List Three Things  
Venn Diagram  
Hand In, Pass Out  
Write It Down  
Think Pair Share  
Think Write Pair Share  
Doodle It  
Two Roses and a Thorn  
Twitter Voting  
Backchannel/Todaysmeet  
Digital Cork Board: Padlet  
Jigsaw Groups  
Answer the Essential Question (Verbally or Written)  
Make Predictions  
Self-Assessment  
Inside-Outside Circle  
One Sentence Summary  
Sentence Frames  
Talk a Mile a Minute  
Tic-Tac-Toe/Think-Tac-Toe  
3-2-1: 3 things you found out, 2 interesting things, 1 question you still have  
Numbered Heads Together  
Gallery Walk  
Just Like Me (Stand up if you....)  
Stand up, Hand up, Pair up

### **SUMMATIVE ASSESSMENTS**

Each marking period has one summative assessment. Each summative assessment includes all three modes of communication that measure the students linguistic and cultural proficiency according to the NJSLs.

Interpretive Task  
Interpersonal Task



## Presentational Speaking Task

### **BENCHMARK ASSESSMENTS**

Third quarter Integrated Performance Assessment

These benchmark assessments provide students' linguistic and cultural proficiency level in each of the three modes of communication.

### **ALTERNATIVE ASSESSMENTS**

Multiple choice questions

True/False questions during Interpretive tasks instead of exact fact recall

Recorded Presentational tasks that can be done from home/after school then viewed at a later date

## **Grading Procedures and Evaluation**

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### **GRADING GUIDELINES**

Students will meet the Novice-Mid language proficiency on the themes, topics and essential questions taught this year. Teachers will use district rubrics to assess students. These rubrics are tied to both the New Jersey Student Learning Standards and the ACTFL\* World-Readiness Standards for Learning Languages. Students will receive one grade on the report card for the following:

- Listens and responds effectively

The grades are:

- Special Commendation
- Steady Progress
- Needs Improvement

**COURSE EVALUATION** Course achievement will be evaluated annually. In this course the goal is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on unit assessments and final course grades and for final course grades the achievement of sub-groups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

## **Other Information**

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### **SPANISH: GRADE 5**

#### **SCED Number**

56098

#### **Grade Level**

5

#### **Schools**

Bowne-Munro, Central, Chittick, Frost, Irwin, Lawrence Brook, Memorial, Warnsdorfer

#### **Course Code**

4205

#### **NCES Level/Rigor**

General Education

#### **Minutes Per Week**

40

#### **Course Duration**

Full Year

### **PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS**

#### **NJ Student Learning Standards**

Career Readiness, Life Literacies and Key Skills

Comprehensive Health and Physical Education

Language Arts Literacy

#### **NJ Student Learning Standards**

SMathematics

Science

SSocial Studies

#### **NJ Student Learning Standards**

Computer Science and Design Thinking S

Visual and Performing Arts S

SWorld Languages P

