

Mount Laurel Township Schools
World Languages Curriculum
Grade 5 Spanish/Novice High Proficiency Level

Unit: Getting to Know Me: What's my role in the world?		
Stage 1: Desired Results		
<p>NJCCCS: 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>Modes of Communication: Strand A: Interpretive Mode: Students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Strand B: Interpersonal Mode: Students engage in direct oral and or/written communication with others. Strand C: Presentational Mode: Students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction.</p>	
<p>Transfer Goal: I want you to learn about the ways you can describe yourself & others, so that in the future, on your own, you will communicate with someone in the target language, describing you, your wants and your needs.</p>		
<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways. • True communication involves a balance of both verbal and non-verbal cues. • Cultural perspectives are gained by using the language and through experience with its products and practices. • Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs. • 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do people from different cultures sometimes say, write and do things differently from the way I do them? • Is a wide array of languages in the world a good thing? • Why is it important to communicate in other languages? • How can I communicate effectively in another language? • How are cultural perspectives (attitudes, values, beliefs) reflected in a culture's social practices and products? • How does the content of the world languages classroom help me understand who I am and the world in which I live? 	
Students will know that...	Students will be able to...	
Content Statement	CPI #	Cumulative Progress Indicator (CPI)
<p>LINGUISTIC: Interpretive Mode: The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the</p>	<p>7.1.NH.B.1</p> <hr/> <p>7.1.NH.B.5</p>	<p>Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <hr/> <p>Converse on a variety of familiar topics and/or topics studied in</p>

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<p>sentence level and can <i>use words, lists, and simple sentences</i> independently to:</p> <ul style="list-style-type: none"> ○ Identify the main idea and some supporting details when reading. ○ Understand the gist and some supporting details of conversations dealing with everyday life. ○ Infer the meaning of some unfamiliar words when used in familiar contexts. <p>Interpersonal Mode: The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can <i>use words, lists, and simple sentences</i> independently to:</p> <ul style="list-style-type: none"> ○ Ask and answer questions related to everyday life. ○ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> ▪ Initiate, maintain, and end a conversation. ▪ Ask for and give permission. ▪ Express needs. ▪ Give reasons. ▪ Request, suggest, and make arrangements. ▪ Extend, accept, and decline an invitation. ▪ Express an opinion and preference. <p>Presentational Mode: The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can <i>use words, lists, and simple sentences</i> independently to:</p> <ul style="list-style-type: none"> ▪ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> ▪ Express needs. ▪ Give reasons. ▪ Express an opinion and preference. ▪ Request and suggest. 		other content areas.
	7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
	7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing
	7.1.NH.C.3	Describe in writing people and things from the home and school environment.
	7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.
	7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
	7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.

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<p>CULTURAL:</p> <ul style="list-style-type: none"> • Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) • The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) • Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art and pastimes.) 		
Stage 2: Assessment Evidence:		
<p>Performance Task/Benchmark Assessment:</p> <p>You are a global ambassador for your school. You will compose a song, rap, essay or poem introducing yourself to a counterpart student of the target language. You will imbed this creation into a Wikipage, which will be shared with fellow US and target language classmates. Your introduction should include the following topics: physical description, popular cultural preferences, likes/dislikes, family, pets, and where you live.</p>	<p>Other Assessments:</p>	
Stage 3: Learning Plan		
<p>Suggested Learning Activities:</p>		

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- Reading student biographies from target language
- Reading/ Viewing other student biographies posted on wikipages
- Compose a questionnaire via epals for a counterpart student of the target language
- Students present a picture that is relevant, describing in the target language the reasons that they have chosen this picture to share.
- Via epals, students communicate with target language students, by drafting an interview for the target language student.

- Students write a rough draft of self-introduction
- Students peer review self-introductions with target language students via epals email system.
- Students use Skype and ActivStudio Record to practice for their Voki embed voices.
- Create a wikipage presenting self- introduction information
- Create a Voki recording of autobiography information to use in final presentation

Unit Strategies/Modifications:

Special Education Students:

Development of target vocabulary

Scaffolding comprehension and content-area reading

Decreasing the amount of work presented or required

Using videos, illustrations, pictures, and drawings to explain or clarify graphic organizers

Teaching key aspects of a topic. Eliminating nonessential information

Providing study guides

Allowing students to correct errors (looking for understanding)

Marking students' correct and acceptable work, not the mistakes

Allowing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

Modifying tests to reflect selected objectives

Using true/false, matching, or fill in the blank tests in lieu of essay tests

Reducing the number of answer choices on a multiple choice test

Allowing the use of note cards or open-book during testing

Utilizing graphic organizers

Providing visuals

Strategic grouping

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Gifted Students:

Guided Reading Groups
Literature Circles
Flexible grouping in content areas
Independent projects
Differentiated product assignments
Student Choice
Multiple texts
Multiple intelligence options
Group investigation
Research
Bloom's Taxonomy - Stress higher order thinking skills
Habits of Mind
Webb's Depth of Knowledge - Emphasis on Level 3 and 4

Students at Risk of Failure:

TIME Mentor Program
Classroom Instruction that Works
Creating the Opportunity to Learn
Adjust time for completion of assignments
Allow frequent breaks
Modify assignments requiring copying in a timed situation
Leave class for assistance
Preferential seating
Reduce/minimize distractions
Emphasize teaching (auditory, visual, auditory, tactile)
Individual/small group instruction
Record lectures for replay
Emphasize critical information/key concepts
Pre-teach vocabulary
Provide visual cues

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Modify homework
Use written backup for oral directions
Adjust length of assignment
Break assignments into smaller units
Read directions to student
Maintain assignment notebook/student planner
Positive reinforcement
Frequent checks for understanding
Peer tutoring
Emphasize study/organizations skills
Adapt assessments

English Language Learners:

WIDA Can-Do Descriptors http://www.wida.us/standards/CAN_DOs/

Development of target vocabulary

Scaffolding comprehension, content-area reading

Decreasing the amount of work presented or required;

Using videos, illustrations, pictures, and drawings to explain or clarify.

Graphic organizers

Teaching key aspects of a topic.

Eliminating nonessential information.

Allowing students to correct errors (looking for understanding);

Marking students' correct and acceptable work, not the mistakes;

Showing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;

Modifying tests to reflect selected objectives;

Using true/false, matching, or fill in the blank tests in lieu of essay tests;

Reducing the number of answer choices on a multiple choice test;

Allowing the use of note cards or open-book during testing;

Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student

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Suggested Technology Integration:

Student created Wikipages: <http://www.wikispaces.com/content/for/teachers>

Student created Voki or Voice Thread embedded in wikipage, recording voice reciting information: <http://www.voki.com/>

Or: <http://ed.voicethread.com/>

Epals communication to ask and answer information with counterpart student : <http://www.epals.com/>

Skype for practice of oral presentation: <http://www.skype.com/intl/en-us/welcomepage>

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