

Quinton Township School District
Spanish
5th Grade

Pacing Chart/Curriculum MAP

Technology Careers Interdisciplinary Studies

Marking Period:	1	Unit Title:	?Donde esta...? (Preposiciones)	Pacing:	14 days
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Unit Summary: Students will learn to use prepositions to state where an item is within the classroom.

Objectives:

- SW learn the daily language that will be used in the classroom so that they can understand and communicate effectively
- SW learn/re-learn the names of classroom items (pencil, paper, etc.)
- SW learn to state a need, using “Necesito...” and ask if someone needs something with, “¿Necesitas...?”
- SW learn the importance of prepositions by playing “Huckle Buckle Beanstalk” with only the terms “calor” and “frio”.
- SW learn what the question, “¿Donde esta?” means so they could use it to find something they needed in a Spanish speaking country.
- SW learn Spanish prepositions (sobre, debajo de, cerca de, lejos de, delante de, detras de and entre) in order to find necessary items.
- SW learn to tell their partner where one item is in relation to another item.
- SW learn the difference between “esta/estan” and when to use each.
- SW learn when to use “de/del”.

- SW learn to state where an item is using picture cards.
- SW learn to use location terms to place people into a seating chart.
- SW learn to use information with prepositions in order to find sequential cards in a scavenger hunt so that they would be able to follow directions to find something they need.
- SW learn to use prepositions in order to complete a study guide
- SW learn to put cards with prepositions in the correct locations in relationship to desks with a partner.
- SW learn to use what they have learned in a classroom game to review for the test.
- SW learn to effectively use Google applications and other websites to complete assignments.
- SW learn to effectively work with students as team members to complete various tasks.

Essential Questions:

- How do I describe everyday people, objects and concepts in Spanish?
- How do I communicate using everyday language in Spanish?
- How do I express needs (Necesito)?
- How do I respond to requests?
- How do I find things that I need?

Common Core State Standards/Learning Targets:

- 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.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.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.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.

LA.5.RF.5.3.A - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

LA.5.RF.5.4.A - Read grade-level text with purpose and understanding.

LA.5.W.5.2.D - Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.5.W.5.5 - [Progress Indicator] - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LA.5.L.5.2.A - Use punctuation to separate items in a series.

LA.5.L.5.2.E - Spell grade-appropriate words correctly, consulting references as needed.

TECH.8.1.5.A.CS1 - [Content Statement] - Understand and use technology systems

TECH.8.1.5.A.CS2 - [Content Statement] - Select and use applications effectively and productively.

CRP.K-12.CRP12.1 - Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Partner activity and corresponding worksheet asking what the other person needs. ● Student discussion ● Huckle Buckle Beanstalk game using “calor” and “frio”. ● Differentiate between ‘esta/estan”. ● Practice using “de/del” appropriately. 	<ul style="list-style-type: none"> ● Teacher Made Resources ● <u>Teach Them Spanish: Grade 5</u> ● Teacher made resources 	<ul style="list-style-type: none"> ● Teacher made materials. ● <u>Teach Them Spanish (TTS): Grade 4</u> p. 14-15 ● Classroom items as visuals ● Teacher made worksheet for partner activity 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Classroom

<ul style="list-style-type: none"> ● Describe item using picture cards. ● Place students into a seating chart. ● Describe the placement of students in seating chart. ● Follow directions and find sequential cards in a scavenger hunt. ● Place cards on or around the desk according to the word written on the card 		<ul style="list-style-type: none"> ● Worksheet with location phrases ● Dry erase board/marker eraser ● Location cards ● Scavenger hunt cards ● Exit Slip ● Espinola Family worksheet ● Do Now Activities (DNA) ● Teacher made test (Benchmark) 	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p>

the high expectations of standards.

Suggested activities to assess student progress:

- **Participation in partner activity**
- **Student discussion**
- **Participation in games**
- **Do Now Activity**
- **Exit Slips**
- **Worksheets**
- **Seating chart**
- **Scavenger hunt**

Final Assessment/Benchmark/Project:

Benchmark: See office for benchmark.

Suggested skills to be assessed:

- Ability to identify prepositions.
- Ability to state the location of an item.

Differentiation

Special Education

ELL

At Risk

Gifted and Talented

<ul style="list-style-type: none"> ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.. ● Create modified assessments. ● Provide individualized assistance as necessary. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. ● Utilize graphic organizers ● Utilize manipulatives as necessary. ● Utilize auditory reminders as deemed necessary. ● Provide breaks to allow for refocusing as necessary. ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Hold high expectations ● Learn/Utilize/Display some words in the students' native language ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<ul style="list-style-type: none"> ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Marking Period:	2	Unit Title:	Pronouns	Pacing:	6 days
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Unit Summary: Students will learn to identify pronouns (yo, tú, él, ella, Ud, nosotros/as, ellos, ellas, Uds.)

Objectives:

- SW learn to identify and use Spanish pronouns (yo, tú, él, ella, Ud, nosotros/as, ellos, ellas, Uds.) so that they can use them to talk about people.
- SW learn to identify and use Spanish pronouns so that they can use them to talk about people.
- SW learn to distinguish between “tu, Ud., Uds.”
- SW learn to effectively use Google applications and other websites to complete assignments.

Essential Questions:

- How do I describe everyday people, objects and concepts in Spanish?
- How do I communicate using everyday language in Spanish?

Common Core State Standards/Learning Targets:

- 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.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 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.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.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.

LA.5.W.5.2.D - Use precise language and domain-specific vocabulary to inform about or explain the topic.

TECH.8.1.5.A.CS1 - [Content Statement] - Understand and use technology systems

TECH.8.1.5.A.CS2 - [Content Statement] - Select and use applications effectively and productively.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> • Total Physical Response (TPR) of pronouns • Activity on dry erase boards • Participation in pronoun yoga. • Exit Slips • Worksheets • Video • Participation in singing pronoun song. • Cootie game to prepare for quiz. 	<ul style="list-style-type: none"> • Teacher Made Resources • <u>Teach them Spanish: Grade 5</u> 	<ul style="list-style-type: none"> • Teacher made materials. • <u>Teach Them Spanish: Grade 5 p. 49, 51</u> • https://www.youtube.com/watch?v=2uOIhdYAYOTY • Cootie game 	<ul style="list-style-type: none"> • Smart Board Applications • Google Classroom • Video: https://www.youtube.com/watch?v=2uOIhdYAYOTY

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Participation in TPR ● Dry erase board activity ● Participation in pronoun yoga ● Participation in games ● Exit slips ● Worksheets ● Participation in pronoun song 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Benchmark: See office for benchmark.</p> <p>Suggested skills to be assessed:</p> <ul style="list-style-type: none"> ● Ability to identify Spanish pronouns.

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.. • Create modified assessments. • Provide individualized assistance as necessary. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Hold high expectations • Learn/Utilize/Display some words in the students' native language • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Marking Period:	3-4	Unit Title:	Verbs	Pacing:	16 days
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Unit Summary: SW learn to utilize the pronouns they have learned with verbs so that they are able to accurately describe what it is people are doing in a comic strip they have created.

Objectives:

- SW learn -ar verbs (hablar, bailar, estudiar, entrar, llegar, nadar, caminar, cocinar, limpiar, tocar, llenar, tratar, visitar).
- SW learn to change the ending of verbs using the correct endings to match the pronouns (conjugation).
- SW learn additional vocabulary to use with verbs to make more detailed sentences.
- SW create a comic using appropriate verbs, conjugation and pictures.
- SW learn to use “Necesitar” combined with another verb to state what one needs to do.

- SW learn to effectively use Google applications and other websites to complete assignments.

Essential Questions:

- How do I describe everyday people, objects and concepts in Spanish?
- How do I communicate using everyday language in Spanish?
- How do I describe the actions of myself and others?

Common Core State Standards/Learning Targets:

- 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.
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- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
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- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
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- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
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- 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.

LA.5.W.5.2.D- Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.5.W.5.5 - [Progress Indicator] - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

TECH.8.1.5.A.CS1 - [Content Statement] - Understand and use technology systems

TECH.8.1.5.A.CS2 - [Content Statement] - Select and use applications effectively and productively.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> • TPR with verbs • Conjugation yoga • O, AS, A, AMOS, AN song • Worksheets • Exit Slips • Review game • Student created comic 	<ul style="list-style-type: none"> • Teacher Made Resources • <u>Teach Them Spanish: Grade 5</u> 	<ul style="list-style-type: none"> • Teacher made materials. • <u>Teach Them Spanish: Grade 5 p. 54-55</u> • Teacher made hand 	<ul style="list-style-type: none"> • Smart Board Applications • Google Classroom • Conjugation video: https://www.youtube.com/watch?v=1RuevxWIoCM

		<p>conjugation sheet</p> <ul style="list-style-type: none"> • Conjugation video: https://www.youtube.com/watch?v=1RuevxWIoCM • Teacher made magnetic cards • Teacher made worksheets • Teacher made Memory cards • Teacher made comic project description and template • Teacher made study guide • Teacher made SGO test 	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p>

<p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Participation in TPR ● Participation in conjugation yoga ● Participation in song ● Worksheets ● Exit slip ● Participation in games ● Comics 	<p>Final Assessment/Benchmark/Project:. <i>Benchmark: See office for benchmark.</i> <i>SGO test</i></p> <p>Suggested skills to be assessed:</p> <ul style="list-style-type: none"> ● Ability to identify prepositions. ● Ability to state the location of an item. ● Ability to identify pronouns, verbs and correct endings. ● Ability to accurately state what someone does using the correct pronoun, verb and ending.
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.. ● Create modified assessments. ● Provide individualized assistance as necessary. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. ● Utilize graphic organizers ● Utilize manipulatives as necessary. ● Utilize auditory reminders as deemed necessary. ● Provide breaks to allow for refocusing as necessary. ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Hold high expectations ● Learn/Utilize/Display some words in the students' native language ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<ul style="list-style-type: none"> ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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