

Grade 5 World Language Scope and Sequence

Grade 5	World Language/ Spanish	Number of Instructional Days
September/ October	<p>Unit 1 - Introducing Other and Talking About One's Self Spanish II Lesson 1 - Introducing Others Spanish II Lesson 2 -Telling Time Spanish II Lesson 7 -Commands and Questions</p>	8 Instructional days
November/ December	<p>Unit 2 - Behavior and Actions Spanish II Lessons 9-15 Spanish II Lesson 10- Behaving Courteously Spanish II Lesson 12 - Describing Past and Present Actions</p>	8 Instructional days
January/ February	<p>Unit 2 - Behavior and Actions Spanish II Lesson 13- More Practice Describing Past Events Spanish II Lesson 17- Recounting Past Events Spanish II Lesson 16 - Learning About Directions: Left, Right, Straight, Ahead</p>	8 Instructional days
March/April	<p>Unit 3 - Basics of Conjugating Verbs Supplemental Materials for Regular Verbs Supplemental Materials for Irregular Verbs Unit 4 - Cultural Unit: Spain and North America Spanish II Cultural Lessons 1</p>	8 Instructional days
May/June	<p>Spanish II Cultural Lessons 2 Spanish II Cultural Lessons 3 Spanish II Cultural Lessons 4</p>	7 Instructional days

World Language: Spanish	Grade: 5
<p>Unit Title: Unit 1: Introducing Others and Talking About One’s Self (Spanish II – Lessons 1, 2, 7 – mandatory)</p> <p>Unit Summary: In this unit students will learn to introduce oneself and others. Students will learn to express greetings and relationships properly. Students will learn to describe things they own and show possession. They will also learn to express things they need, things they love, and things they dislike. Students will learn to ask others what they are doing and respond to the same questions.</p> <p>Unit Rationale: This unit is designed to teach students how to communicate with others about things that they do, own, like, and dislike. Students will also learn to ask questions to others and respond to questions asked by others.</p>	
<p>NJ Student Learning Standards: 7.1 All students will be able to use world language in addition to English to engage in meaningful conversation, to understand and interpret and interpret spoken and written language, and to present information, concepts, and ideas while also gaining understanding of the perspectives of other cultures. Through language study, they will make connections with other content area, compare the language and culture studied with their own, and participate in home and global communities.</p>	
<p>7.1.NM.A.1 -Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. Include books, tapes, videos, games, and realia that have been produced for use by native speakers of the target language.</p> <p>7.1.NM.A.2- Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3- Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4- Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5-Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.1- Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.2- Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3-Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5-Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p>	

7.1.NM.C.1-Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3- Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4-Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5- Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Content Statements:

Interpretive Mode:

Linguistic: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to the text.

Cultural: 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.)

-Many products and practices related to home and community are shared across cultures; others are culture specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

-What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods, such as toys, games, travel, and luxury items.)

-Learning about age- and developmentally content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

Interpersonal Mode:

Linguistic: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: respond to learned questions, ask memorized questions, state needs and preferences, describe people, places, and things.

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Presentational Mode:

<p>Linguistic: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: make lists, state needs and preferences, and describe people, places, and things</p> <p>Cultural: 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.)</p> <p>-Many products and practices related to home and community are shared across cultures; others are culture specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</p> <p>-What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods, such as toys, games, travel, and luxury items.)</p> <p>-Learning about age- and developmentally content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.</p> <p>Goals/Objectives:</p> <ul style="list-style-type: none"> • Will learn to introduce one’s self and others. • Will learn to express greetings and relationships

Enduring Understandings/Goals	Essential Questions
<p>Students will understand...</p> <ul style="list-style-type: none"> • ¿Como estan Ustedes? • ¿Que estas haciendo? • A menudo – frequently, a veces – sometimes, pocas veces – seldom, siempre – always, generalmente – usually, nunca – never • Quiero – I want, No, quiero – I do not want • ¿Tiene usted? 	<ul style="list-style-type: none"> • How do you do? • What are you doing? • Can you list frequency words? • How do you express what you want or do not want? • Do you have?

Lesson Title:	Lesson Sequence:
<p>Unit 1: Introducing Others and Talking About One’s Self</p> <p>Lesson 1: Introducing Others</p>	<p>Lesson Sequence</p> <p>Suggested Pre-Viewing Activities:</p> <ol style="list-style-type: none"> 1. Introduce the characters to the class by pointing out the cast pictures. 2. Use the MUZZY cast pictures to perform introductions (See Appendix A). Example: Show the Queen’s picture and say to the class: ¿Como estan Ustedes? Yo soy la Reina. <p>Suggested Viewing Activities:</p> <ol style="list-style-type: none"> 3. Show MUZZY II Story DVD, Part 1, Scene 1. Ask students to listen to at least five familiar Spanish words. 4. Show Scene 1 again and ask the class to listen carefully for the words: hija and marido.

	<p>5. After students are more familiar with the scene, ask them to repeat along with the audio portion of the DVD. Use the pause button when necessary.</p> <p>Suggested Post-Viewing Activities:</p> <p>6. Ask students to report familiar Spanish words, make a list on the board.</p> <p>7. Ask students by a show of hands – who heard the words: hija and marido. – If only a few respond, replay DVD portion again.</p> <p>8. Use Activity Master 1.</p> <p>9. Pair up students and have them introduce their partner to the class: ¡Hola! Yo soy (name) y este es mi amigo/a (name).</p>
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LESSON REFLECTION			
Reflect on the lesson you have developed and rate the degree to which the lesson <i>Strongly</i> , <i>Moderately</i> or <i>Weakly</i> meets the criteria below.			
Lesson Activities:	Strongly	Moderately	Weakly
Are challenging and require higher order thinking and problem solving skills			
Allow for student choice			
Provide scaffolding for acquiring targeted knowledge/skills			
Integrate global perspectives			
Integrate 21 st century skills			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills			
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			
Are varied to address different student learning styles and preferences			

Are differentiated based on student needs			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives			
Provide opportunities for student reflection and self-assessment			
Provide data to inform and adjust instruction to better meet the varying needs of learners			

Skills (Students will be able to...)

- Introduce one’s self and others.
- Express greetings and relationships.
- Describe possession.
- Review parts of the body vocabulary.
- Express things that one needs, loves, and dislikes.
- Ask what one is doing and respond to questions about what you are doing.
- Say how often one does something.
- Express needs.
- Saying that one wants something and responding.
- Asking whether one has something and responding,
- Use commands.
- Ask questions.
- Responding in the negative.

Evidence of Learning (Assessments)	Accommodations and Modifications
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<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Closure activity • Homework • Mid-chapter quiz • End-of-chapter quiz • Project-Based Assessments • Listening Comprehension • Oral presentations • Exit Slips • Learning Response Journals • Discussions • Questioning • Peer/Self Assessments • Presentations 	<p>Special Education</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications • Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> • <i>Preview content and concepts</i> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Guided Reading</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Problem-based learning</i> • <i>Stations/centers</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Chapter test • End-of-Course test • Interpretive Assessments: Written tests and quizzes where students have to identify vocabulary, write words, phrases, sentences and answer questions based on skill taught and previous knowledge of skills. • Interpersonal Assessments: Dialogue, conversational, and oral assessments • Presentational Assessments: Notebooks, binders, folders, accumulated materials, presented information in a variety of different avenues depicting understanding of newly presented concepts as well as previously taught concepts. 	<p>English Language Learners</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards
<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • <i>TC Running Records</i> • <i>TC Writing Rubric</i> • Letter Sound ID • Concepts of Print: Fountas & Pinnell Prompting Guide 1; Oral Reading and Early Writing. • Beginning of the year Pre-Assessment • Mid year Assessment • Final Assessment 	<p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<p>Alternative Assessments:</p>	<p>Gifted and Talented</p>

<ul style="list-style-type: none"> • Fountas & Pinnell Running Records • Scholastic Running Records • BeBop Books for running records • G & T Assessments: Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies • Reasoning • Yopp-Singer test of Phoneme Segmentation • Sentence-Writing Grade Placement Test • Linguistics Phonemic Awareness Screener • Linguistics Decoding Pre/Post Test • Dyslexia Screener • PRIM checklist • LLI; Test Preparation Lesson Framework F&P levels 	<ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications • <i>Math in Focus or Big Ideas G & T Activities</i>
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • Muzzy Level I-II Classroom Edition Spanish: Early Advantage: BBC • Muzzy Classroom Edition Spanish: Early Advantage: BBC - http://www.early-advantage.com/ • http://www.p21.org/storage/documents/P21CommonCoreToolkit.pdf • http://www.state.nj.us/education/cccs/standards/7/ • http://www.edutopia.org/ • http://www.p21.org/overview/skills-framework/256 <p>Supplemental Professional Resources:</p> <p><i>Leveled Literacy Intervention Kits</i></p> <ul style="list-style-type: none"> • When Readers Struggle - Teaching What Works - Irene Fountas and Gay Su Pinnell • Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College) • Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College) • <i>Primm Book</i> • <i>Unit of Study How To Books-Writing to Teach Others Text by Lucy Calkins</i> • <i>Prompting Guide Part 1 - For Oral Reading and Early Writing</i> • <i>Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</i> • <i>Reading Strategies Book - Jennifer Serravallo</i> 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • Muzzy Level I-II Classroom Edition Spanish: Early Advantage: BBC • See Vocabulary Builder DVDs for additional Vocabulary Reinforcement of basic and necessary vocabulary words necessary for mastery <p>MUZZY DVD Set: Part 1, Scene 1</p> <p>Websites:</p> <ul style="list-style-type: none"> • www.conjuguemos.com <p>(used for all units; grammar and vocabulary practice)</p> <ul style="list-style-type: none"> • www.classzone.com <p>(used for all units; online textbook resource)</p> <ul style="list-style-type: none"> • www.bbc.co.uk <p>(“Mi Vida Loca” video series; real-life application of language)</p> <ul style="list-style-type: none"> • www.wordle.net

<ul style="list-style-type: none"> • <i>Teachers College Units of Study - Phonics K-2</i> • Florham Park ELA PD Sharing Website • Conferring Menus • <i>Math in Focus or Big Ideas Curriculum</i> 	<p>(vocabulary introduction, could be applied to any unit; used specifically with “gustar/encantar” unit)</p> <ul style="list-style-type: none"> • www.freerice.com <p>(vocabulary reinforcement)</p> <ul style="list-style-type: none"> • www.quia.com <p>(grammar and vocabulary quiz show-style games)</p> <hr/> <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • iPad Apps: • DuoLingo • Sock Puppets • Puppet Pals • Mind Snacks Spanish • Akinator • www.conjuguemos.com • (used for all units; grammar and vocabulary practice) • www.classzone.com • (used for all units; online textbook resource) • www.youtube.com • (online lessons/videos using current vocabulary) • www.freerice.com • (vocabulary reinforcement) • www.quia.com • (grammar and vocabulary quiz show-style games) • http://www.spanishclassonline.com (games/review activities) <hr/> <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention Texts • <i>Math in Focus or Big Ideas Curriculum</i> • Reteach, Extra Practice, Classroom Manipulatives, Online Manipulatives, and content from previous grade levels
<p>Interdisciplinary Connections</p>	<p>Integration of Technology through NJSLs</p>

<p>Reading:</p> <ul style="list-style-type: none"> • Read for understanding of phrases, vocabulary, and short passages. • Making connections between English and Spanish <p>Language Arts:</p> <ul style="list-style-type: none"> • Writing activities based on incorporating current Spanish skills. For example: writing dialogue <p>Math:</p> <ul style="list-style-type: none"> • Telling time on a clock/watch <p>Social Studies:</p> <ul style="list-style-type: none"> • Lessons and information based on Spanish speaking countries, their cultures, as well as influential Spanish people are introduced throughout each unit to provide students with background knowledge on culture and diversity in our world. 	<ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. • Interactive websites • Apps and games
<p>Integration of 21st Century Themes</p>	<p>Media Literacy Integration</p>
<ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy • Media Literacy • Life and Career Skills • Global and Environmental Awareness • Problem Solving Skills • Personal Literacy • Civic Literacy • Health Literacy • Financial, Economic, Business, and Entrepreneurial Literacy • S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics) • <u>Initiative and Self Direction</u> • Manage Goals and Time • Work Independently • Be Self-directed Learners 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills
<p>Career Education</p>	<p>Global Perspectives</p>
<ul style="list-style-type: none"> • Field trips • Skype an author • Guest speakers in classroom 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month

	<ul style="list-style-type: none"> ● Black History Month ● National Women’s History Month, ● National Irish-American Heritage Month ● National Italian American Heritage Month ● Asian Pacific American Heritage ● Older Americans’ Month ● Jewish American Heritage Month ● Week of Respect ● Red Ribbon Week ● International Dot Day (September 16) ● Understanding other nations and cultures, including the use of non-English languages
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World Language/ Spanish	Grade: 5
<p>Unit 2: Learning about Behaviors and Actions (Spanish II – Lessons 10, 12, 13, 17, 16 – mandatory)</p> <p>Unit Summary: In this unit students will learn to discuss themselves and others. They will learn to explain actions of themselves and others. Students will learn how to use proper courtesy with friends and at restaurants. Students will learn how to have proper restaurant etiquette when ordering food, accepting food, and declining food.</p> <p>Unit Rationale: The unit was designed to teach students how to speak about themselves and others. Students will learn to use different expressions and vocabulary to refer to different behaviors and actions of themselves and others. Students will also learn to name foods, order food, as well as accept and decline food.</p> <p>NJ Student Learning Standards: 7.1 All students will be able to use world language in addition to English to engage in meaningful conversation, to understand and interpret and interpret spoken and written language, and to present information, concepts, and ideas while also gaining 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>7.1.NM.A.1 -Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. Include books, tapes, videos, games, and realia that have been produced for use by native speakers of the target language.</p> <p>7.1.NM.A.2- Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3- Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4- Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5-Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.1- Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p>	

- 7.1.NM.B.2- Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
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Goals/Objectives:

- Will learn to refer to someone or no one.
- Will learn to use commands

Enduring Understandings/Goals		Essential Questions	
Students will understand... <ul style="list-style-type: none"> ● Pula el boton – Push the button ● Example: sin hacer ruido – “without making noise” ● Yes, please – Si, por favor No, thank you – No, gracias ● Cerrando – closing, escuchando – listening, entrando – entering, subiendo – climbing, se va- going away, por alli – over there 		<ul style="list-style-type: none"> ● Can you give an example of a command? ● How do you use expressions of courtesy? ● How do you say “please” and “thank you”? ● Can you list actions? 	
Lesson Title:	Lesson Sequence:		
Unit 2: Learning about Behaviors and Actions (Spanish II – Lessons 9: Referring to Someone or No one)	Lesson Sequence Suggested Pre-Viewing Activities: 1. Knock on the door. Open cautiously, peer around it, and inquire: “¿Hay alguien ahí? No veo a nadie.” Close the door and say: “No hay nadie.”		

	<p>2. Show the class some device that can be operated by pushing a button, such as a television remote. Select a student and say: “Vamos a ver la televisión. ¡Pulsa este boton!” Point to the correct button – and repeat command. After a few seconds say “Ahora pulsa este boton otra vez” – the television turns off.</p> <p>Suggested Viewing Activities:</p> <p>3. Show scenes 1 & 2 straight through for context. Have students listen carefully for “alguien” and count number of times it is heard (7). View again and listen to the word “nadie” and count how many times it is said (4).</p> <p>4. After students are familiar with Scene 2, use the pause button and ask the class to repeat after the characters.</p> <p>5. After students view Scene 3, ask them to predict how Corvax’s invention will be used in the story.</p> <p>6. While watching Scene 3, students count how many times they hear the word “invisible” (5).</p> <p>7. Show Scene 3 again and ask students to listen for the colors of the roses Timbo uses to decorate the cake. (roja y amarilla).</p> <p>Suggested Post-Viewing Activities:</p> <p>8. Bring in a remote control toy operated by a button. Direct students to start and stop using.</p> <p>9. Use Activity Sheets 27-28 to reinforce skills.</p>
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LESSON REFLECTION			
<p>Reflect on the lesson you have developed and rate the degree to which the lesson <i>Strongly</i>, <i>Moderately</i> or <i>Weakly</i> meets the criteria below.</p>			
Lesson Activities:	Strongly	Moderately	Weakly
Are challenging and require higher order thinking and problem solving skills			
Allow for student choice			
Provide scaffolding for acquiring targeted knowledge/skills			
Integrate global perspectives			
Integrate 21 st century skills			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills			

	Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			
	Are varied to address different student learning styles and preferences			
	Are differentiated based on student needs			
	Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process			
	Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives			
	Provide opportunities for student reflection and self-assessment			
	Provide data to inform and adjust instruction to better meet the varying needs of learners			

Skills (Students will be able to...)

- Refer to someone or no one.
- Use commands
- Use expressions of courtesy.
- Understand and use vocabulary words.
- Name foods.
- Offer food to others and accept or decline.
- Express actions that are happening in the present.
- Express actions that happened in the past.
- Recount events that happened in the past.
- Name rooms and place in a house.
- Use expressions relating to calm and quiet.
- Saying that one has to do something.

- Express future action.

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Closure activity ● Homework ● Mid-chapter quiz ● End-of-chapter quiz ● Project-Based Assessments ● Listening Comprehension ● Oral presentations ● Exit Slips ● Learning Response Journals ● Discussions ● Questioning ● Peer/Self Assessments ● Presentations <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Chapter test ● End-of-Course test ● Interpretive Assessments: Written tests and quizzes where students have to identify vocabulary, write words, phrases, sentences and answer questions based on skill taught and previous knowledge of skills. ● Interpersonal Assessments: Dialogue, conversational, and oral assessments ● Presentational Assessments: Notebooks, binders, folders, accumulated materials, presented information in a variety of different avenues depicting understanding of newly presented concepts as well as previously taught concepts. <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● <i>TC Running Records</i> ● <i>TC Writing Rubric</i> ● Letter Sound ID ● Concepts of Print: Fountas & Pinnell Prompting Guide 1: Oral Reading and Early Writing. 	<p>Special Education</p> <ul style="list-style-type: none"> ● Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) ● Subgroup Accommodations and Modifications ● Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> ● <i>Preview content and concepts</i> ● <i>Behavior management plan</i> ● <i>Highlight text</i> ● <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> ● <i>Alternative formative and summative assessments</i> ● <i>Guided Reading</i> ● <i>Personal agendas</i> ● <i>Project-based learning</i> ● <i>Problem-based learning</i> ● <i>Stations/centers</i> ● <i>Tiered activities/assignments</i> ● <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> ● <i>Clubbing activities</i> ● <i>Exploration by interest</i> ● <i>Flexible groupings</i> <p>English Language Learners</p> <ul style="list-style-type: none"> ● Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) ● Subgroup Accommodations and Modifications ● Multi-language glossary ● Pupil edition in Spanish ● Vocabulary flash cards <p>Students at Risk for Failure</p>

<ul style="list-style-type: none"> ● <u>Beginning of the year Pre-Assessment</u> ● <u>Mid year Assessment</u> ● <u>Final Assessment</u> <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Fountas & Pinnell Running Records ● Scholastic Running Records ● BeBop Books for running records ● G & T Assessments: Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies ● Reasoning ● Yopp-Singer test of Phoneme Segmentation ● Sentence-Writing Grade Placement Test ● Linguistics Phonemic Awareness Screener ● Linguistics Decoding Pre/Post Test ● Dyslexia Screener ● PRIM checklist ● LLI; Test Preparation Lesson Framework F&P levels 	<ul style="list-style-type: none"> ● Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) ● Subgroup Accommodations and Modifications <p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) ● Subgroup Accommodations and Modifications ● <i>Math in Focus or Big Ideas G & T Activities</i> <p>Students with 504 Plans</p> <ul style="list-style-type: none"> ● Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) ● Subgroup Accommodations and Modifications
<p align="center">Core Instructional and Supplemental Materials Professional Resources:</p>	<p align="center">Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> ● Muzzy Level I-II Classroom Edition Spanish: Early Advantage: BBC ● Muzzy Classroom Edition Spanish: Early Advantage: BBC - http://www.early-advantage.com/ ● http://www.p21.org/storage/documents/P21CommonCoreToolkit.pdf ● http://www.state.nj.us/education/cccs/standards/7/ ● http://www.edutopia.org/ ● http://www.p21.org/overview/skills-framework/256 <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> ● <i>Leveled Literacy Intervention Kits</i> ● When Readers Struggle - Teaching What Works - Irene Fountas and Gay Su Pinnell 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> ● Muzzy Level I-II Classroom Edition Spanish: Early Advantage: BBC ● See Vocabulary Builder DVDs for additional Vocabulary Reinforcement of basic and necessary vocabulary words necessary for mastery ● MUZZY DVD Set: Part 2, Scenes 2-3 <p>Websites:</p> <ul style="list-style-type: none"> ● www.conjuguemos.com ● (used for all units; grammar and vocabulary practice) ● www.classzone.com ● (used for all units; online textbook resource) ● www.bbc.co.uk ● (“Mi Vida Loca” video series; real-life application of language) ● www.wordle.net

<ul style="list-style-type: none"> ● Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College) ● Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College) ● <i>Primm Book</i> ● <i>Unit of Study How To Books-Writing to Teach Others Text by Lucy Calkins</i> ● <i>Prompting Guide Part 1 - For Oral Reading and Early Writing</i> ● <i>Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</i> ● <i>Reading Strategies Book - Jennifer Serravallo</i> ● <i>Teachers College Units of Study - Phonics K-2</i> ● Florham Park ELA PD Sharing Website ● Conferring Menus ● <i>Math in Focus or Big Ideas Curriculum</i> 	<ul style="list-style-type: none"> ● (vocabulary introduction, could be applied to any unit; used specifically with “gustar/encantar” unit) ● www.freerice.com ● (vocabulary reinforcement) ● www.quia.com ● (grammar and vocabulary quiz show-style games) <p>Supplemental Resources:</p> <ul style="list-style-type: none"> ● iPad Apps: ● DuoLingo ● Sock Puppets ● Puppet Pals ● Mind Snacks Spanish ● Akinator ● www.conjuguemos.com ● (used for all units; grammar and vocabulary practice) ● www.classzone.com ● (used for all units; online textbook resource) ● www.youtube.com ● (online lessons/videos using current vocabulary) ● www.freerice.com ● (vocabulary reinforcement) ● www.quia.com ● (grammar and vocabulary quiz show-style games) ● http://www.spanishclassonline.com (games/review activities) <p>Intervention Resources:</p> <ul style="list-style-type: none"> ● Leveled Literacy Intervention Texts ● <i>Math in Focus or Big Ideas Curriculum</i> ● Reteach, Extra Practice, Classroom Manipulatives, Online Manipulatives, and content from previous grade levels
<p style="text-align: center;">Interdisciplinary Connections</p>	<p style="text-align: center;">Integration of Technology through NJSLs</p>
<p>Reading:</p> <ul style="list-style-type: none"> ● Read for understanding of phrases, vocabulary, and short passages. ● Making connections between English and Spanish <p>Language Arts:</p>	<ul style="list-style-type: none"> ● Listen to books on CDs, tapes, videos or podcasts if available. ● Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) ● Use document camera or overhead projector for shared reading of texts.

<ul style="list-style-type: none"> • Writing activities based on incorporating current Spanish skills. For example: writing dialogue <p>Math:</p> <ul style="list-style-type: none"> • Telling time on a clock/watch <p>Social Studies:</p> <ul style="list-style-type: none"> • Lessons and information based on Spanish speaking countries, their cultures, as well as influential Spanish people are introduced throughout each unit to provide students with background knowledge on culture and diversity in our world. 	<ul style="list-style-type: none"> • Interactive websites • Apps and games
<p>Integration of 21st Century Themes</p>	<p>Media Literacy Integration</p>
<ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy • Media Literacy • Life and Career Skills • Global and Environmental Awareness • Problem Solving Skills • Personal Literacy • Civic Literacy • Health Literacy • Financial, Economic, Business, and Entrepreneurial Literacy • S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics) • <u>Initiative and Self Direction</u> • Manage Goals and Time • Work Independently • Be Self-directed Learners 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills
<p>Career Education</p>	<p>Global Perspectives</p>
<ul style="list-style-type: none"> • Field trips • Skype an author • Guest speakers in classroom 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women’s History Month, • National Irish-American Heritage Month • National Italian American Heritage Month

	<ul style="list-style-type: none"> ● Asian Pacific American Heritage ● Older Americans' Month ● Jewish American Heritage Month ● Week of Respect ● Red Ribbon Week ● International Dot Day (September 16) ● Understanding other nations and cultures, including the use of non-English languages
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World Language / Spanish	Grade: 5
Unit Title: Unit 3: Basics of Conjugating Verbs (Supplemental Materials)	
<p>Unit Description: In this unit, students learn the basics of conjugating verbs. They will distinguish between the differences between regular and irregular verbs. They will also learn in Spanish verb conjugation, there are three general distinctions based on the ending of the verb.</p>	
<p>NJ Student Learning Standards: 7.1 All students will be able to use world language in addition to English to engage in meaningful conversation, to understand and interpret and interpret spoken and written language, and to present information, concepts, and ideas while also gaining 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>7.1.NM.A.1 -Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. Include books, tapes, videos, games, and realia that have been produced for use by native speakers of the target language.</p>	
<p>7.1.NM.A.2- Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>	
<p>7.1.NM.A.3- Recognize a few common gestures and cultural practices associated with the target culture(s).</p>	
<p>7.1.NM.A.4- Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>	
<p>7.1.NM.A.5-Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p>	
<p>7.1.NM.B.1- Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p>	
<p>7.1.NM.B.2- Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p>	
<p>7.1.NM.B.3-Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p>	
<p>7.1.NM.B.4- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	
<p>7.1.NM.B.5-Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p>	

7.1.NM.C.1-Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3- Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4-Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5- Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Content Statements:

Interpretive Mode:

Linguistic: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to the text.

Cultural: 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.)

-Many products and practices related to home and community are shared across cultures; others are culture specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

-What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods, such as toys, games, travel, and luxury items.)

-Learning about age- and developmentally content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

Interpersonal Mode:

Linguistic: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: respond to learned questions, ask memorized questions, state needs and preferences, describe people, places, and things.

Cultural: 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.)

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Presentational Mode:

<p>Linguistic: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: make lists, state needs and preferences, and describe people, places, and things</p> <p>Cultural: 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.)</p> <p>-Many products and practices related to home and community are shared across cultures; others are culture specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</p> <p>-What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods, such as toys, games, travel, and luxury items.)</p> <p>-Learning about age- and developmentally content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.</p> <p>Goals/Objectives:</p> <ul style="list-style-type: none"> • Will learn to conjugate regular verbs • Will learn to conjugate irregular verbs 					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%; text-align: left;">Enduring Understandings/Goals</th> <th style="width: 50%; text-align: left;">Essential Questions</th> </tr> <tr> <td style="vertical-align: top;"> <p>Students will understand that...</p> <ul style="list-style-type: none"> • All Spanish verbs belong to one of three classifications, called conjugations depending on the ending of the infinitive. • All infinitives end in -ar, -er, or -ir. • Each conjugation has its own set of endings that are added to the stem of the verb. • Verb stem + infinitive ending = infinitive • Verbs are considered <i>regular</i> if there is <i>no change in the stem</i> when it is conjugated. • Verbs are considered <i>irregular</i> if there is <i>a change in the stem</i> when it is conjugated (Stem Changes e > ie, o > ue, e > ie, o > ue, e > ie, e > i, o > ue). </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • How do you talk about what you like to do? • Why is it important to use correct grammar when writing and speaking? • Why is it important to learn conjugation? </td> </tr> </table>		Enduring Understandings/Goals	Essential Questions	<p>Students will understand that...</p> <ul style="list-style-type: none"> • All Spanish verbs belong to one of three classifications, called conjugations depending on the ending of the infinitive. • All infinitives end in -ar, -er, or -ir. • Each conjugation has its own set of endings that are added to the stem of the verb. • Verb stem + infinitive ending = infinitive • Verbs are considered <i>regular</i> if there is <i>no change in the stem</i> when it is conjugated. • Verbs are considered <i>irregular</i> if there is <i>a change in the stem</i> when it is conjugated (Stem Changes e > ie, o > ue, e > ie, o > ue, e > ie, e > i, o > ue). 	<ul style="list-style-type: none"> • How do you talk about what you like to do? • Why is it important to use correct grammar when writing and speaking? • Why is it important to learn conjugation?
Enduring Understandings/Goals	Essential Questions				
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<p>Lesson Title:</p> <p>Spanish II/Regular Verbs</p>	<p>Lesson Sequence:</p> <ul style="list-style-type: none"> • <i>Subject pronouns - yo = I; tú = you (sing.); él = he; ella = she; usted you (sing.); nosotros = we (m.); nosotras = we (f.); vosotros = you (pl, m.); vosotras = you (pl. f.); ellos = they (m.); ellas they (f.); ustedes = you (pl.).</i> • <i>All Spanish verbs belong to one of three classifications, called conjugations depending on the ending of the infinitive.</i> • <i>All infinitives end in -ar, -er, or -ir.</i> 				

- Each conjugation has its own set of endings that are added to the stem of the verb.
- Verb stem + infinitive ending = infinitive

cant + ar = cantar

com + er = comer

viv + ir = vivir

- * Verbs are considered regular if there is no change in the stem when it is conjugated.
- * Questions are formed by inverting the subject and the verb. (¿Cantas tú los domingos? – Do you sing on Sundays?) (¿Tú cantas los domingos? – You sing on Sundays?).
- * The present tense can be used to express a future event. (Ella canta con Ud. mañana – She'll sing with you tomorrow).
- * To make a sentence negative, place **no** directly before the verb. (Yo canto en el baño – I sing in the bathroom) No canto en el tren – I don't sing in the train).
- * To conjugate a regular -ar verb in the present tense, drop the infinitive ending and add **-o** (yo), **-as** (tú), **-a** (él, ella, Ud.), **-amos** (nosotros/nosotras), **-áis** (vosotros/vosotras), **-an** (ellos, ellas, Uds.) to the stem.

Cantar to sing - cantar = Infinitive

cant- = Stem

-ar = Ending

yo **canto** – I sing

tú **cantas** – you sing

él **canta** – he sings

ella **canta** – she sings

Ud. **canta** – you sing

nosotros **cantamos** – we sing

vosotros **cantáis** – you (pl.) sing

ellos **cantan** – they sing

ellas **cantan** – they (f.) sing

Uds. **cantan** – you (pl.) sing

- * Frequently Used -ar Verbs – **bailar** to dance, **bajar** to go down, descend, **caminar** to walk, **cocinar** to cook, **comprar** to buy, **contestar** to answer, **descansar** to rest, **entrar (en)** to enter, **escuchar** to listen to, **estudiar** to study, **hablar** to speak, **limpiar** to clean, **llegar** to arrive, **mirar** to look at, **nadar** to swim, **pagar** to pay, **practicar** to practice, **regresar** to return, **tocar** to play, **tomar** to take, **trabajar** to work, **viajar** to travel.
- * The Preposition “a”. (Means to in English).
- * When “a” is followed by the masculine **el** (meaning *the*), the words contract to **al** (meaning *to the*).

Caminamos **al** hotel. We walk **to the** hotel.

Yo camino **al** restaurante. I walk **to the** restaurant.

- * A contraction is *not* formed when “a” is followed by the feminine **la** or by the plural articles **los** or **las**.

Spanish II/ Irregular Verbs	<p>Caminamos a la tienda. We walk to the store. Ellos viajan a los estados del sur. They travel to the Southern states. Ella viaja a las ciudades grandes. She travels to the large cities.</p> <p>* To conjugate a regular -er verb in the present tense, drop the infinitive ending and add -o (yo), -es (tú), -e (él, ella, Ud.), -emos (nosotros/nosotras), -éis (vosotros/vosotras), -en (ellos, ellas, Uds.) to the stem.</p> <p>Comer – <i>to eat</i> comer = Infinitive com- = Stem -er = Ending</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">yo como – <i>I eat</i></td> <td style="width: 50%;">nosotros comemos – <i>we eat</i></td> </tr> <tr> <td>tú comes – <i>you eat</i></td> <td>vosotros coméis – <i>you (pl.) eat</i></td> </tr> <tr> <td>él come – <i>he eats</i></td> <td>ellos comen – <i>they eat</i></td> </tr> <tr> <td>ella come – <i>she eats</i></td> <td>ellas comen – <i>they (f.) eat</i></td> </tr> <tr> <td>Ud. come – <i>you eat</i></td> <td>Uds. comen – <i>you (pl.) eat</i></td> </tr> </table> <p>* <u>Frequently Used -er Verbs</u> – aprender to learn, beber to drink, comprender to understand, correr to run, leer to read, meter to put in, prender to turn on, responder to answer, romper to break, vender to sell.</p> <p>* To conjugate a regular -ir verb in the present tense, drop the infinitive ending and add -o (yo), -es (tú), -e (él, ella, Ud.), -imos (nosotros/nosotras), -is (vosotros/vosotras), -en (ellos, ellas, Uds.) to the stem.</p> <p>Vivir – <i>to live</i> vivir = Infinitive viv- = Stem -ir = Ending</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">yo vivo – <i>I live</i></td> <td style="width: 50%;">nosotros/nosotras vivimos – <i>we live</i></td> </tr> <tr> <td>tú vives – <i>you live</i></td> <td>vosotros/vosotras vivís – <i>you (pl.) live</i></td> </tr> <tr> <td>él vive – <i>he lives</i></td> <td>ellos viven – <i>they live</i></td> </tr> <tr> <td>ella vive – <i>she lives</i></td> <td>ellas viven – <i>they (f.) live</i></td> </tr> <tr> <td>Ud. vive – <i>you live</i></td> <td>Uds. viven – <i>you (pl.) live</i></td> </tr> </table> <p><u>Frequently Used -ir Verbs</u> – abrir to open, compartir to share, decidir to decide, describir to describe, discutir to discuss, escribir to write, recibir to receive, subir to go up, sufrir to suffer.</p> <ul style="list-style-type: none"> • Spanish verbs are considered irregular if there is a change in the stem when they are conjugated. • Each verb conjugation has its own set of endings that are added to the verb stem. 	yo como – <i>I eat</i>	nosotros comemos – <i>we eat</i>	tú comes – <i>you eat</i>	vosotros coméis – <i>you (pl.) eat</i>	él come – <i>he eats</i>	ellos comen – <i>they eat</i>	ella come – <i>she eats</i>	ellas comen – <i>they (f.) eat</i>	Ud. come – <i>you eat</i>	Uds. comen – <i>you (pl.) eat</i>	yo vivo – <i>I live</i>	nosotros/nosotras vivimos – <i>we live</i>	tú vives – <i>you live</i>	vosotros/vosotras vivís – <i>you (pl.) live</i>	él vive – <i>he lives</i>	ellos viven – <i>they live</i>	ella vive – <i>she lives</i>	ellas viven – <i>they (f.) live</i>	Ud. vive – <i>you live</i>	Uds. viven – <i>you (pl.) live</i>
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Ud. vive – <i>you live</i>	Uds. viven – <i>you (pl.) live</i>																				

- The **nosotros** and **vosotros** forms are unaffected by the stem change in the present tense.
- Irregular verbs that end in **-ar** have two possible changes in their stem. The endings are the same as those you learned for the regular verbs: add **-o, -as, -a, -amos, -áis, -an** to the stem.

Stem Change e > ie**Cerrar** to closeyo **cierro** – I closetú **cierras** – you closeél **cierra** – he closesnosotros **cerramos** – we closevosotros **cerráis** – you (pl.) closeellos **cierran** – they close**Empezar** to beginyo **empiezo** – I begintú **empiezas** – you beginella **empieza** – he beginsnosotros **empezamos** – we beginvosotros **empezáis** – you (pl.) beginellos **empiezan** – they begin**Pensar** to thinkyo **pienso** – I thinktú **piensas** – you thinkUd. **piensa** – he thinksnosotros **pensamos** – we thinkvosotros **pensáis** – you (pl.) thinkUds. **piensan** – they think**Stem Change o > ue****Almorzar** to lunchyo **almuerzo** – I lunchtú **almuerzas** – you have lunchél **almuerza** – he has lunchnosotros **almorzamos** – we have lunchvosotros **almorzáis** – you (pl.) have lunchellos **almuerzan** – they have lunch**Encontrar** to findyo **encuentro** – I findtú **encuentras** – you findella **encuentra** – he findsnosotros **encontramos** – we findvosotros **encontráis** – you (pl.) findellas **encuentran** – they find**Recordar** to rememberyo **recuerdo** – I remembertú **recuerdas** – you rememberella **recuerda** – he remembersnosotros **recordamos** – we remembervosotros **recordáis** – you (pl.) rememberellas **recuerdan** – they remember

	<p>Jugar to play yo juego – I play tú juegas – you play Ud. juega – he plays</p> <p style="text-align: right;">nosotros jugamos – we play vosotros jugáis – you (pl.) play Uds. juegan– they play</p> <ul style="list-style-type: none"> Irregular verbs that end in -er have two possible changes in their stem. The endings are the same as those you learned for the regular verbs: add -o, -es, -e, -emos, -éis, -en to the stem. <p>Stem Change e > ie</p> <p>Entender to understand yo entiendo – I understand tú entiendes – you understand ella entiende – he understands</p> <p style="text-align: right;">nosotros entendemos – we understand vosotros entendéis – you (pl.) understand ellas entienden – they understand</p> <p>Perder to lose yo pierdo – I lose tú pierdes – you lose Ud. pierde – you lose</p> <p style="text-align: right;">nosotros perdemos – we lose vosotros perdéis – you (pl.) lose Uds. pierden– they lose</p> <p>Querer to want yo quiero – I want tú quieres – you want él quiere – he wants</p> <p style="text-align: right;">nosotros queremos – we want vosotros queréis – you (pl.) want ellos quieren – they want</p> <p>Tener to have yo tengo – I have tú tienes – you have él tiene – he has</p> <p style="text-align: right;">nosotros tenemos – we have vosotros tenéis – you (pl.) have ella tiene – they have</p> <p>Stem Change o > ue</p> <p>Devolver to return, to give back yo devuelvo – I return tú devuelves – you return ella devuelve – she returns</p> <p style="text-align: right;">nosotros devolvemos – we return vosotros devolvéis – you (pl.) return ellas devuelven – they return</p> <p>Poder to be able, can, may yo puedo – I can</p> <p style="text-align: right;">nosotros podemos – we can</p>
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	<p><i>tú puedes</i> – you can <i>él puede</i> – he can</p> <p>Volver to return <i>yo vuelvo</i> – I return <i>tú vuelves</i> – you return <i>Ud. vuelve</i> – you return</p> <p>Verbs Irregular in the yo Form Only</p> <p>Hacer to do, to make <i>yo hago</i> – I make <i>tú haces</i> – you make <i>él hace</i> – he makes</p> <p>Poner to put <i>yo pongo</i> – I put <i>tú pones</i> – you put <i>ella pone</i> – she puts</p> <p>Saber to know <i>yo se</i> – I know <i>tú sabes</i> – you know <i>Ud. sabe</i> – she know</p> <p>Ver to see <i>yo veo</i> – I see <i>tú ves</i> – you see <i>él ve</i> – he sees</p> <p><i>vosotros podéis</i> – you (pl.) can <i>ellos pueden</i> – they can</p> <p><i>nosotros volvemos</i> – we return <i>vosotros volvéis</i> – you (pl.) return <i>Uds. vuelven</i> – you return</p> <p><i>nosotros hacemos</i> – we make <i>vosotros hacéis</i> – you (pl.) make <i>ellos hacen</i> – they make</p> <p><i>nosotros ponemos</i> – we put <i>vosotros ponéis</i> – you (pl.) put <i>ellas ponen</i> – they put</p> <p><i>nosotros sabemos</i> – we know <i>vosotros sabéis</i> – you (pl.) know <i>Uds. saben</i> – they know</p> <p><i>nosotros vemos</i> – we see <i>vosotros veis</i> – you (pl.) see <i>ellos ven</i> – they see</p> <ul style="list-style-type: none"> • Irregular verbs that end in -ir have three possible changes in their stem. The endings are the same as those you learned for the regular verbs: add -o, -es, -e, -imos, -is, -en to the stem. <p>Stem Change e > ie</p> <p>Mentir to lie <i>yo veo</i> – I lie <i>tú ves</i> – you lie</p> <p><i>nosotros vemos</i> – we lie <i>vosotros veis</i> – you (pl.) lie</p>
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	<p><i>él ve</i> – he lies</p> <p>Preferir - to prefer <i>yo veo</i> – I prefer <i>tú ves</i> – you prefer <i>ella ve</i> – he prefers Venir to come <i>yo veo</i> – I come <i>tú ves</i> – you come <i>él ve</i> – he comes</p> <p>Stem Change e > i</p> <p>Pedir to ask for <i>yo pido</i> – I ask <i>tú pides</i> – you ask <i>Ud. pide</i> – she asks</p> <p>Repetir – to repeat <i>yo repito</i> – I repeat <i>tú repites</i> – you repeat <i>él repite</i> – he repeats</p> <p>Seguir to follow <i>yo sigo</i> – I follow <i>tú sigues</i> – you follow <i>ella sigue</i> – she follows</p> <p>Servir to serve <i>yo sirvo</i> – I serve <i>tú sirves</i> – you serve <i>Ud. sirve</i> – she serves</p> <p>Sonreír to smile <i>yo sonrío</i> – I smile <i>tú sonríes</i> – you smile <i>el sonrío</i> – she smiles</p> <p>Stem Change o > ue</p>	<p><i>ellos ven</i> – they lie</p> <p><i>nosotros vemos</i> – we prefer <i>vosotros veis</i> – you (pl.) prefer <i>ellas ven</i> – they prefer</p> <p><i>nosotros vemos</i> – we come <i>vosotros veis</i> – you (pl.) come <i>ellos ven</i> – they come</p> <p><i>nosotros pedimos</i> – we ask <i>vosotros pedís</i> – you (pl.) ask <i>Uds. piden</i> – they ask</p> <p><i>nosotros repetimos</i> – we repeat <i>vosotros repetís</i> – you (pl.) repeat <i>ellos repiten</i> – they repeat</p> <p><i>nosotros seguimos</i> – we follow <i>vosotros sonreís</i> – you (pl.) follow <i>Ellas sonrín</i> – they follow</p> <p><i>nosotros servimos</i> – we serve <i>vosotros servís</i> – you (pl.) serve <i>Uds. sirven</i> – they serve</p> <p><i>nosotros sonreímos</i> – we smile <i>vosotros sonreís</i> – you (pl.) smile <i>ellos sonrén</i> – they smile</p>
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	<p>Dormir – to sleep yo duermo – I sleep tú duermes – you sleep el duerme – she sleeps</p> <p>Stem Change in the yo Form Only</p> <p>Oir to hear yo oigo – I hear tú oyes – you hear ella oye – she hears</p> <p>Salir to leave yo salgo – I leave tú sales – you leave Ud. sale – she leaves</p> <p><i>nosotros dormimos – we sleep</i> <i>vosotros dormís – you (pl.) sleep</i> <i>ellos duermen – they sleep</i></p> <p><i>nosotros oímos– we hear</i> <i>vosotros oís – you (pl.) hear</i> <i>ellas oyen – they hear</i></p> <p><i>nosotros salimos – we leave</i> <i>vosotros salís – you (pl.) leave</i> <i>Uds. salen – they leave</i></p>
<p>Skills (Students will be able to...)</p>	
<ul style="list-style-type: none"> • Identify -ar, -er and -ir Spanish words as verbs. • Demonstrate familiarity with several common Spanish verbs. • Begin memorizing and translating common Spanish verbs. 	

<p>Evidence of Learning (Assessments)</p>	<p>Accommodations and Modifications</p>
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<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Closure activity • Homework • Mid-chapter quiz • End-of-chapter quiz • Project-Based Assessments • Listening Comprehension • Oral presentations • Exit Slips • Learning Response Journals • Discussions • Questioning • Peer/Self Assessments • Presentations <p>Regular Verbs:</p> <ul style="list-style-type: none"> • Exercise 5.1 Complete the sentences with the correct form of the appropriate verb. • Exercise 5.3. Complete the sentences with the correct form of the appropriate verb. • Exercise 5.4. Complete the sentences with the correct form of the appropriate verb. • Exercise 5.5. Complete the sentences with the correct form of the appropriate verb. <p>Irregular Verbs:</p> <ul style="list-style-type: none"> • Exercise 6.1 Complete sentences with the correct form of the appropriate verb. • Exercise 6.2. Complete the sentences with the correct form of the appropriate verb. • Exercise 6.3. Complete the sentences with the correct form of the appropriate verb. • Exercise 6.4. Complete the sentences with the correct form of the appropriate verb. • Exercise 6.6. Complete the sentences with the correct form of the appropriate verb. 	<p>Special Education</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications • Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> • Preview content and concepts • Behavior management plan • Highlight text • Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • Alternative formative and summative assessments • Guided Reading • Personal agendas • Project-based learning • Problem-based learning • Stations/centers • Tiered activities/assignments • Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • Clubbing activities • Exploration by interest • Flexible groupings
<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Chapter test • End-of-Course test • Interpretive Assessments: Written tests and quizzes where students have to identify vocabulary, write words, phrases, sentences and answer questions based on skill taught and previous knowledge of skills. • Interpersonal Assessments: Dialogue, conversational, and oral assessments • Presentational Assessments: Notebooks, binders, folders, accumulated materials, presented information in a variety of different avenues depicting understanding of newly presented concepts as well as previously taught concepts. 	<p>English Language Learners</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards
<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • <i>TC Running Records</i> 	<p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Gifted and Talented</p>

<ul style="list-style-type: none"> • <i>TC Writing Rubric</i> • Letter Sound ID • <u>Concepts of Print: Fountas & Pinnell Prompting Guide 1; Oral Reading and Early Writing.</u> • <u>Beginning of the year Pre-Assessment</u> • <u>Mid year Assessment</u> • <u>Final Assessment</u> 	<ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications • <i>Math in Focus or Big Ideas G & T Activities</i>
<p>Alternative Assessments:</p>	<p>Students with 504 Plans</p>
<ul style="list-style-type: none"> • Fountas & Pinnell Running Records • Scholastic Running Records • BeBop Books for running records • G & T Assessments: Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies • Reasoning • Yopp-Singer test of Phoneme Segmentation • Sentence-Writing Grade Placement Test • Linguistics Phonemic Awareness Screener • Linguistics Decoding Pre/Post Test • Dyslexia Screener • PRIM checklist • LLI; Test Preparation Lesson Framework F&P levels 	<ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p>	<p>Core Instructional Resources:</p>
<ul style="list-style-type: none"> • Muzzy Level I-II Classroom Edition Spanish: Early Advantage: BBC • Muzzy Classroom Edition Spanish: Early Advantage: BBC - http://www.early-advantage.com/ • http://www.p21.org/storage/documents/P21CommonCoreToolkit.pdf. • http://www.state.nj.us/education/cccs/standards/7/ • http://www.edutopia.org/ • http://www.p21.org/overview/skills-framework/256 	<ul style="list-style-type: none"> • Muzzy Level I-II Classroom Edition Spanish: Early Advantage: BBC • See Vocabulary Builder DVDs for additional Vocabulary Reinforcement of basic and necessary vocabulary words necessary for mastery • MUZZY DVD Set: Part 2, Scenes 2-3 <p>Websites:</p> <ul style="list-style-type: none"> • www.conjuguemos.com • (used for all units; grammar and vocabulary practice) • www.classzone.com • (used for all units; online textbook resource) • www.bbc.co.uk

<p>Supplemental Professional Resources:</p> <p><i>Leveled Literacy Intervention Kits</i></p> <ul style="list-style-type: none"> • When Readers Struggle - Teaching What Works - Irene Fountas and Gay Su Pinnell • Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College) • Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College) • <i>Primm Book</i> • <i>Unit of Study How To Books-Writing to Teach Others Text by Lucy Calkins</i> • <i>Prompting Guide Part 1 - For Oral Reading and Early Writing</i> • <i>Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</i> • <i>Reading Strategies Book - Jennifer Serravallo</i> • <i>Teachers College Units of Study - Phonics K-2</i> <ul style="list-style-type: none"> • Florham Park ELA PD Sharing Website • Conferring Menus • <i>Math in Focus or Big Ideas Curriculum</i> 	<ul style="list-style-type: none"> • (“Mi Vida Loca” video series; real-life application of language) • www.wordle.net • (vocabulary introduction, could be applied to any unit; used specifically with “gustar/encantar” unit) • www.freerice.com • (vocabulary reinforcement) • www.quia.com • (grammar and vocabulary quiz show-style games)
	<p>Supplemental Resources:</p> <ul style="list-style-type: none"> • iPad Apps: • DuoLingo • Sock Puppets • Puppet Pals • Mind Snacks Spanish • Akinator • www.conjuguemos.com • (used for all units; grammar and vocabulary practice) • www.classzone.com • (used for all units; online textbook resource) • www.youtube.com • (online lessons/videos using current vocabulary) • www.freerice.com • (vocabulary reinforcement) • www.quia.com • (grammar and vocabulary quiz show-style games) • http://www.spanishclassonline.com (games/review activities)
<p>Interdisciplinary Connections</p>	<p>Integration of Technology through NJSLs</p>
<p>Reading:</p> <ul style="list-style-type: none"> • Read for understanding of phrases, vocabulary, and short passages. 	<ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available.

<ul style="list-style-type: none"> • Making connections between English and Spanish <p>Language Arts:</p> <ul style="list-style-type: none"> • Writing activities based on incorporating current Spanish skills. For example: writing dialogue <p>Math:</p> <ul style="list-style-type: none"> • Telling time on a clock/watch <p>Social Studies:</p> <ul style="list-style-type: none"> • Lessons and information based on Spanish speaking countries, their cultures, as well as influential Spanish people are introduced throughout each unit to provide students with background knowledge on culture and diversity in our world. 	<ul style="list-style-type: none"> • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. • Interactive websites • Apps and games
<p>Integration of 21st Century Themes</p>	<p>Media Literacy Integration</p>
<ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy • Media Literacy • Life and Career Skills • Global and Environmental Awareness • Problem Solving Skills • Personal Literacy • Civic Literacy • Health Literacy • Financial, Economic, Business, and Entrepreneurial Literacy • S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics) • <u>Initiative and Self Direction</u> • Manage Goals and Time • Work Independently • Be Self-directed Learners 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills
<p>Career Education</p>	<p>Global Perspectives</p>
<ul style="list-style-type: none"> • Field trips • Skype an author • Guest speakers in classroom 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women’s History Month,

	<ul style="list-style-type: none"> ● National Irish-American Heritage Month ● National Italian American Heritage Month ● Asian Pacific American Heritage ● Older Americans' Month ● Jewish American Heritage Month ● Week of Respect ● Red Ribbon Week ● International Dot Day (September 16) ● Understanding other nations and cultures, including the use of non-English languages
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World Language / Spanish	Grade: 5
<p>Unit Title: Unit 4: Cultural Unit (Spanish II: Cultural Lessons 1-4 - mandatory)</p>	
<p>Unit Summary: In this unit, students will demonstrate an understanding of the practices and perspectives of the language and culture studied, and compare them to their own language and culture.</p>	
<p>Unit Rationale: This unit was designed to give students a cultural experience outside of the United States. Students will be exposed to different Spanish speaking cultures around the world and how they differ from that of the United States. These places include Spain and the Dominican Republic.</p>	
<p>NJ Student Learning Standards: 7.1 All students will be able to use world language in addition to English to engage in meaningful conversation, to understand and interpret and interpret spoken and written language, and to present information, concepts, and ideas while also gaining understanding of the perspectives of other cultures. Through language study, they will make connections with other content area, compare the language and culture studied with their own, and participate in home and global communities.</p>	
<p>7.1.NM.A.1 -Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. Include books, tapes, videos, games, and realia that have been produced for use by native speakers of the target language.</p>	
<p>7.1.NM.A.2- Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>	
<p>7.1.NM.A.3- Recognize a few common gestures and cultural practices associated with the target culture(s).</p>	
<p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>	
<p>7.1.NM.A.5-Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p>	
<p>7.1.NM.B.1- Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p>	

- 7.1.NM.B.2- Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3- Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5- Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
- 7.1.NM.C.1- Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3- Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5- Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Content Statements:

Interpretive Mode:

Linguistic: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to the text.

Cultural: 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.)

-Many products and practices related to home and community are shared across cultures; others are culture specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

-What is perceived as "basic needs" varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods, such as toys, games, travel, and luxury items.)

-Learning about age- and developmentally content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

Interpersonal Mode:

Linguistic: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: respond to learned questions, ask memorized questions, state needs and preferences, describe people, places, and things.

Cultural: 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.)

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-Learning about age- and developmentally content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

Presentational Mode:

Linguistic: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: make lists, state needs and preferences, and describe people, places, and things

Cultural: 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.)

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-Learning about age- and developmentally content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

Goals/Objectives:

- Will learn about driving practices in Spain
- Will learn car related vocabulary
- Review previously learned vocabulary

Enduring Understandings/Goals	Essential Questions
Students will understand... <ul style="list-style-type: none"> ● Rapido- fast, despacio-slowly, Me gusta conducir-I like to drive, el automovil-car, la gasolina-gasoline, la puerta-door ● The 5th of May celebration. Commemorates the Battle of Puebla in 1862 when the Mexicans defeated the French. ● A traditional Mexican band. ● The first European to discover Florida, USA. 	<ul style="list-style-type: none"> ● What are car related vocabulary words you should be familiar with? ● What is Cinco de Mayo? ● What is a Mariachi band? ● Who was Juan Ponce de Leon?
Lesson Title:	Lesson Sequence:

<p>Cultural Lessons 1: Spain - Muzzy Learns to Drive</p>	<p>Lesson Sequence</p> <ol style="list-style-type: none"> 1. Begin the lesson by showing MUZZY Spanish Part 2 Scene 13: Me gusta conducir, rapido, despacio. This is also an opportunity to practice me gusta constructions such as: A la Reina le gusta conducir. ¿Te gusta conducir? ¿Le gusta al Rey conducir? 2. The queen is driving on the right side of the road. Ask students to guess in which country the Queen is driving. (England). Tell the students that in Spain people are expected to drive on the right side of the road as they do in the U.S. 3. Discuss automobiles that are driven in Spain. – See background information pg 146 Teaching Guide 4. Use the following websites to learn more about Ibiza cars: www.seat-cars.co.za/model_specs.aspx?model=seat_ibiza - Compare to American cars. 5. Teach parts of the car in Spanish – Draw a generic car on the board and use vocabulary list to label the parts. 6. The Spanish Car Ibiza is probably too small for Muzzy. He needs one that is muy grande. Ask students to design a MUZZY mobile and label the parts of the car. 7. Students should know that Spain has reduced speed limits in order to save energy. Just as in the U.S, speed limits vary. 8. Spain uses a metric system – speed limit signs are in kilometers. 9. Spain legal driving age is – 18 dieciocho 10. Learn what road signs in Spain look like. Helpful website – www.alltravelspain.com/Spain/Car_Rental/Road_Signs.htm 11. Investigate the cost of gasoline in Spain and other countries for comparison – www.CNNmoney.com 																				
	<p style="text-align: center;"><u>LESSON REFLECTION</u></p> <p>Reflect on the lesson you have developed and rate the degree to which the lesson <i>Strongly</i>, <i>Moderately</i> or <i>Weakly</i> meets the criteria below.</p> <table border="1" data-bbox="485 1047 1837 1372"> <thead> <tr> <th data-bbox="485 1047 1276 1105">Lesson Activities:</th> <th data-bbox="1276 1047 1421 1105">Strongly</th> <th data-bbox="1421 1047 1608 1105">Moderately</th> <th data-bbox="1608 1047 1837 1105">Weakly</th> </tr> </thead> <tbody> <tr> <td data-bbox="485 1105 1276 1195">Are challenging and require higher order thinking and problem solving skills</td> <td data-bbox="1276 1105 1421 1195"></td> <td data-bbox="1421 1105 1608 1195"></td> <td data-bbox="1608 1105 1837 1195"></td> </tr> <tr> <td data-bbox="485 1195 1276 1253">Allow for student choice</td> <td data-bbox="1276 1195 1421 1253"></td> <td data-bbox="1421 1195 1608 1253"></td> <td data-bbox="1608 1195 1837 1253"></td> </tr> <tr> <td data-bbox="485 1253 1276 1315">Provide scaffolding for acquiring targeted knowledge/skills</td> <td data-bbox="1276 1253 1421 1315"></td> <td data-bbox="1421 1253 1608 1315"></td> <td data-bbox="1608 1253 1837 1315"></td> </tr> <tr> <td data-bbox="485 1315 1276 1372">Integrate global perspectives</td> <td data-bbox="1276 1315 1421 1372"></td> <td data-bbox="1421 1315 1608 1372"></td> <td data-bbox="1608 1315 1837 1372"></td> </tr> </tbody> </table>	Lesson Activities:	Strongly	Moderately	Weakly	Are challenging and require higher order thinking and problem solving skills				Allow for student choice				Provide scaffolding for acquiring targeted knowledge/skills				Integrate global perspectives			
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	Integrate 21 st century skills			
	Provide opportunities for interdisciplinary connection and transfer of knowledge and skills			
	Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			
	Are varied to address different student learning styles and preferences			
	Are differentiated based on student needs			
	Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process			
	Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives			
	Provide opportunities for student reflection and self-assessment			
	Provide data to inform and adjust instruction to better meet the varying needs of learners			

Skills (Students will be able to...)

- Driving practices in Spain.
- Learn car related vocabulary.
- Review previously learned vocabulary.
- Learn the history of Cinco de Mayo.
- Prepare and taste salsa.
- Make Mexican folk crafts
- Learn about Mariachi music.
- Locate Spain, the Dominican Republic, Puerto Rico, and Florida on a map.

- Learn about Spanish explorer Juan Ponce de Leon and his contributions to navigation and culture.
- Understand Spanish related vocabulary.
- Make connections relating to exploration and discovery.

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Closure activity ● Homework ● Mid-chapter quiz ● End-of-chapter quiz ● Project-Based Assessments ● Listening Comprehension ● Oral presentations ● Exit Slips ● Learning Response Journals ● Discussions ● Questioning ● Peer/Self Assessments ● Presentations <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Chapter test ● End-of-Course test ● Interpretive Assessments: Written tests and quizzes where students have to identify vocabulary, write words, phrases, sentences and answer questions based on skill taught and previous knowledge of skills. ● Interpersonal Assessments: Dialogue, conversational, and oral assessments ● Presentational Assessments: Notebooks, binders, folders, accumulated materials, presented information in a variety of different avenues depicting understanding of newly presented concepts as well as previously taught concepts. <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● <i>TC Running Records</i> ● <i>TC Writing Rubric</i> 	<p>Special Education</p> <ul style="list-style-type: none"> ● Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) ● Subgroup Accommodations and Modifications ● Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> ● <i>Preview content and concepts</i> ● <i>Behavior management plan</i> ● <i>Highlight text</i> ● <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> ● <i>Alternative formative and summative assessments</i> ● <i>Guided Reading</i> ● <i>Personal agendas</i> ● <i>Project-based learning</i> ● <i>Problem-based learning</i> ● <i>Stations/centers</i> ● <i>Tiered activities/assignments</i> ● <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> ● <i>Clubbing activities</i> ● <i>Exploration by interest</i> ● <i>Flexible groupings</i> <p>English Language Learners</p> <ul style="list-style-type: none"> ● Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) ● Subgroup Accommodations and Modifications ● Multi-language glossary ● Pupil edition in Spanish ● Vocabulary flash cards

<ul style="list-style-type: none"> • Letter Sound ID • Concepts of Print: Fountas & Pinnell Prompting Guide 1; Oral Reading and Early Writing. • Beginning of the year Pre-Assessment • Mid year Assessment • Final Assessment 	<p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<p>Alternative Assessments:</p>	<p>Gifted and Talented</p>
<ul style="list-style-type: none"> • Fountas & Pinnell Running Records • Scholastic Running Records • BeBop Books for running records • G & T Assessments: Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies • Reasoning • Yopp-Singer test of Phoneme Segmentation • Sentence-Writing Grade Placement Test • Linguistics Phonemic Awareness Screener • Linguistics Decoding Pre/Post Test • Dyslexia Screener • PRIM checklist • LLI; Test Preparation Lesson Framework F&P levels 	<ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications • <i>Math in Focus or Big Ideas G & T Activities</i>
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p>	<p>Core Instructional Resources:</p>
<ul style="list-style-type: none"> • Muzzy Level I-II Classroom Edition Spanish: Early Advantage: BBC • Muzzy Classroom Edition Spanish: Early Advantage: BBC - http://www.early-advantage.com/ • http://www.p21.org/storage/documents/P21CommonCoreToolkit.pdf. • http://www.state.nj.us/education/cccs/standards/7/ • http://www.edutopia.org/ • http://www.p21.org/overview/skills-framework/256 	<ul style="list-style-type: none"> • Muzzy Level I-II Classroom Edition Spanish: Early Advantage: BBC • See Vocabulary Builder DVDs for additional Vocabulary Reinforcement of basic and necessary vocabulary words necessary for mastery • MUZZY DVD Set: Part 4, Scenes 13 <p>Websites:</p> <ul style="list-style-type: none"> • www.conjuguemos.com • (used for all units; grammar and vocabulary practice) • www.classzone.com • (used for all units; online textbook resource) • www.bbc.co.uk • (“Mi Vida Loca” video series; real-life application of language)
<p>Supplemental Professional Resources:</p>	

<ul style="list-style-type: none"> • <i>Leveled Literacy Intervention Kits</i> • When Readers Struggle - Teaching What Works - Irene Fountas and Gay Su Pinnell • Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College) • Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College) • <i>Primm Book</i> • <i>Unit of Study How To Books-Writing to Teach Others Text by Lucy Calkins</i> • <i>Prompting Guide Part 1 - For Oral Reading and Early Writing</i> • <i>Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</i> • <i>Reading Strategies Book - Jennifer Serravallo</i> • <i>Teachers College Units of Study - Phonics K-2</i> • Florham Park ELA PD Sharing Website • Conferring Menus • <i>Math in Focus or Big Ideas Curriculum</i> 	<ul style="list-style-type: none"> • www.wordle.net • (vocabulary introduction, could be applied to any unit; used specifically with “gustar/encantar” unit) • www.freerice.com • (vocabulary reinforcement) • www.quia.com • (grammar and vocabulary quiz show-style games)
	<p>Supplemental Resources:</p> <ul style="list-style-type: none"> • iPad Apps: • DuoLingo • Sock Puppets • Puppet Pals • Mind Snacks Spanish • Akinator • www.conjuguemos.com • (used for all units; grammar and vocabulary practice) • www.classzone.com • (used for all units; online textbook resource) • www.youtube.com • (online lessons/videos using current vocabulary) • www.freerice.com • (vocabulary reinforcement) • www.quia.com • (grammar and vocabulary quiz show-style games) • http://www.spanishclassonline.com (games/review activities)
<p style="text-align: center;">Interdisciplinary Connections</p>	<p style="text-align: center;">Integration of Technology through NJSLs</p>
<p>Reading:</p> <ul style="list-style-type: none"> • Read for understanding of phrases, vocabulary, and short passages. • Making connections between English and Spanish 	<ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)

<p>Language Arts:</p> <ul style="list-style-type: none"> • Writing activities based on incorporating current Spanish skills. For example: writing dialogue <p>Math:</p> <ul style="list-style-type: none"> • Telling time on a clock/watch <p>Social Studies:</p> <ul style="list-style-type: none"> • Lessons and information based on Spanish speaking countries, their cultures, as well as influential Spanish people are introduced throughout each unit to provide students with background knowledge on culture and diversity in our world. 	<ul style="list-style-type: none"> • Use document camera or overhead projector for shared reading of texts. • Interactive websites • Apps and games
<p>Integration of 21st Century Themes</p>	<p>Media Literacy Integration</p>
<ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy • Media Literacy • Life and Career Skills • Global and Environmental Awareness • Problem Solving Skills • Personal Literacy • Civic Literacy • Health Literacy • Financial, Economic, Business, and Entrepreneurial Literacy • S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics) • <u>Initiative and Self Direction</u> • Manage Goals and Time • Work Independently • Be Self-directed Learners 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills
<p>Career Education</p>	<p>Global Perspectives</p>
<ul style="list-style-type: none"> • Field trips • Skype an author • Guest speakers in classroom 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women’s History Month, • National Irish-American Heritage Month

	<ul style="list-style-type: none">● National Italian American Heritage Month● Asian Pacific American Heritage● Older Americans' Month● Jewish American Heritage Month● Week of Respect● Red Ribbon Week● International Dot Day (September 16)● Understanding other nations and cultures, including the use of non-English languages
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