

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grades 3-5 Spanish Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in World Language

Curriculum Scope and Sequence			
Content Area	World Language Spanish	Course Title/Grade Level:	Grade 3 - 5

Topic/Unit Name		Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u>	Essentials	3 - 4 cycles
<u>Topic/Unit #2</u>	People and Places at School	3 - 4 cycles
<u>Topic/Unit #3</u>	Clothing and Weather	3 - 4 cycles
<u>Topic/Unit #4</u>	People and places at home	6 - 8 cycles
<u>Topic/Unit #5</u>	Food / Restaurant / Supermarket	6 - 8 cycles

Topic/Unit 1 Title	Essentials	Approximate Pacing	3 - 4 cycles
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STANDARDS

NJSLS World Language

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Interdisciplinary Connections:

Computer Science & Design Thinking:

<p>Social Studies</p> <p>6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.</p> <p>6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p> <p>6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p>Activity: Students will begin to make connections and comparisons between cultures when identifying and coloring a map of the Spanish speaking countries</p>	<p>8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.</p> <p>8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.</p> <p>8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.</p> <p>8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.</p> <p>Activity: Students will offer reasons why knowing Spanish could be a benefit when looking for a job.</p>
<p align="center">Career Readiness, Life Literacies & Key Skills:</p>	
<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community</p> <p>9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).</p> <p>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</p> <p>9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions</p> <p>Activity: Students will use school tools for classroom activities and with the understanding that some can be recycled every year.</p>	
<p align="center">UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<p>Essential Question:</p> <ul style="list-style-type: none"> • Why learn another language? • Why do people from different cultures sometimes say, write and do things differently from the way I do them? <p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand how Spanish influences their own culture and society. In addition, they will understand similarities and differences to their own culture thereby becoming more aware of cultural perspectives. 	
<p align="center">STUDENT LEARNING OBJECTIVES</p>	
<p align="center">Key Knowledge</p>	<p align="center">Process/Skills/Procedures/Application of Key Knowledge</p>

<p>Students will know:</p> <ul style="list-style-type: none"> -The sounds of the letters of the alphabet -The accents in Spanish and how they are used. - basic classroom and personal needs expressions - Location in a map of most Latin American countries and Spain 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify accents in different Spanish words - Follow and apply basic commands in Spanish - Ask and respond to basic questions about themselves. What is your name? How are you? How old are you? When is your birthday? Do you have any siblings? Do you have a pet? Where are you from?
<p align="center">ASSESSMENT OF LEARNING</p>	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Students will be given multiple choice questions in online quizzes in different learning platforms,ie, google classroom, seesaw, flipgrid, Quizizz.</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Students complete listening, speaking, reading and writing activities, examples:Kahoot and quizlet live in order to assess their knowledge of grammar and vocabulary acquisition.</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Students will be tested aurally and orally versus having a written test.</p>
<p>Benchmark Assessments (to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Students will take a pre-assessment to obtain baseline data about the topic presented and a post-assessment at the end of the year to measure student growth.</p>
<p align="center">RESOURCES</p>	
<p>Core instructional materials: Teacher generated vocabulary word lists, expressions and grammar notes.</p>	
<p>Supplemental materials:</p> <ul style="list-style-type: none"> • Quizlet • Quizizz • Flipgrid • Google Classroom • ABCYA • Language Guide 	

- [Languages Online](#)
- [Kahoot](#)
- Online whiteboards: [awapp](#), [jamboard](#)
- [Onlinefreespanish](#)
- Youtube

Modifications for Learners

See [appendix](#)

Topic/Unit 2 Title	People and places at School	Approximate Pacing	3-4 cycles
STANDARDS			
NJSLS World Language			
Performance Expectation			
<ul style="list-style-type: none"> 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 			

<ul style="list-style-type: none"> 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world. 	
Interdisciplinary Connections:	Computer Science & Design Thinking:
Social Studies 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries. Activity: students will make predictions about the climate of different countries based on their locations on a map.	8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information. 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. Activity: Students role play situations when a peer cannot communicate verbally.
Career Readiness, Life Literacies & Key Skills:	
9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards). 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions Activity: Students will role play a teacher and student to explore the benefits and obstacles going into the teaching profession.	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
Essential Question: What language do I use to describe people, places and things in the school? How does my school life compare to students in Spanish-speaking countries? Enduring Understanding: Students will understand phrases used to describe school life in Spanish-speaking countries.	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge

<p>Students will know:</p> <ul style="list-style-type: none"> - count numbers in the 100's - basic school supplies in the classroom - seasons in other parts of the world. - rooms and people at school - verb forms, I have, I need, I am, I like and the negative forms. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - match number sounds to count, sequence, place, order objects - identify objects used in different subjects - describe school supplies in a backpack, - describe the seasons according to the location in a map. - state objects that student needs, wants - state subjects the student likes/ dislikes
<p align="center">ASSESSMENT OF LEARNING</p>	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Students will be given multiple choice questions in online quizzes in different learning platforms,ie, google classroom, seesaw. flipgrid, Quizizz.</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Students complete listening, speaking, reading and writing activities, examples:Kahoot and quizlet live in order to assess their knowledge of grammar and vocabulary acquisition.</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Students will be tested aurally and orally versus having a written test.</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Students will take a pre-assessment to obtain baseline data about the topic presented and a post-assessment at the end of the year to measure student growth.</p>
<p align="center">RESOURCES</p>	
<p>Core instructional materials:Teacher generated vocabulary word lists, expressions and grammar notes.</p>	
<p>Supplemental materials:</p> <ul style="list-style-type: none"> • Quizlet • Quizizz • Flipgrid • Google Classroom • ABCYA • Language Guide 	

- [Languages Online](#)
- [Kahoot](#)
- Online whiteboards: [awapp](#), [jamboard](#)
- [Onlinefreespanish](#)
- Youtube

Modifications for Learners

See [appendix](#)

Topic/Unit 3 Title	Clothing and weather	Approximate Pacing	3-4 cycles
STANDARDS			
NJSLS World Language			
<ul style="list-style-type: none"> 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world. 			

Interdisciplinary Connections:	Computer Science & Design Thinking:
<p>Social Studies 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p>Activity: Students will discuss how climate affects the dress of individuals in different geographical locations</p>	<p>8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information. 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.</p> <p>Activity: Students can research and compare independently weather in other parts of the world.</p>
Career Readiness, Life Literacies & Key Skills:	
<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards). 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions</p> <p>Activity: Students will create a digital pamphlet of basic clothing items and the local currency in a Spanish country.</p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Essential Question: How does the culture and climate affect what people wear?</p> <p>Enduring Understanding: Students will understand how the culture, climate, geography and customs affect people’s choices in everyday dress.</p>	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge

<p>Students will know:</p> <ul style="list-style-type: none"> -clothing nouns / articles agreement, masculine/ feminine, singular/ pl -clothing according to the weather -clothing and body parts -clothing descriptions, familiarize with adjective endings -clothing preferences 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - match noun endings to corresponding “the” and “a/ an” articles - choose and match clothing for different weather seasons. - match clothes names to correct body parts. - describe clothes color and size to other people - ask self or others opinion of what clothing to wear What can I wear today?
<p align="center">ASSESSMENT OF LEARNING</p>	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Students will be given multiple choice questions in online quizzes in different learning platforms,ie, google classroom, seesaw. flipgrid, Quizizz.</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Students complete listening, speaking, reading and writing activities, examples:Kahoot and quizlet live in order to assess their knowledge of grammar and vocabulary acquisition.</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Students will be tested aurally and orally versus having a written test.</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Students will take a pre-assessment to obtain baseline data about the topic presented and a post-assessment at the end of the year to measure student growth.</p>
<p align="center">RESOURCES</p>	
<p>Core instructional materials: Teacher generated vocabulary word lists, expressions and grammar notes.</p>	
<p>Supplemental materials:</p> <ul style="list-style-type: none"> • Quizlet • Quizizz • Flipgrid • Google Classroom • ABCYA • Language Guide • Languages Online 	

- [Kahoot](#)
- Online whiteboards: [awapp](#), [jamboard](#)
- [Onlinefreespanish](#)
- Youtube

Modifications for Learners

See [appendix](#)

Topic/Unit 4 Title	People and places at home	Approximate Pacing	6-8 cycles
STANDARDS			
NJSLS World Language			

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Interdisciplinary Connections:	Computer Science & Design Thinking:
Social Studies	8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.

<p>6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p>Activity: Students will discuss how climate affects the housing types in different geographical locations</p>	<p>8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.</p> <p>8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.</p> <p>Activity: Students search their family name origin and region in the world</p>
<p align="center">Career Readiness, Life Literacies & Key Skills:</p>	
<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community</p> <p>9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).</p> <p>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</p> <p>9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions</p> <p>Activity: Students will explore local volunteer activities with their families and the cost of materials needed.</p>	
<p align="center">UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<p>Essential Question:</p> <p>What language do I use to describe people, places and things at home?</p> <p>How does my home life compare to students in Spanish-speaking countries?</p> <p>Enduring Understanding:</p> <p>Students will understand phrases used to describe the home and family in Spanish-speaking countries.</p> <p>Students will understand the cultural similarities and differences in their home life.</p>	
<p align="center">STUDENT LEARNING OBJECTIVES</p>	
<p align="center">Key Knowledge</p>	<p align="center">Process/Skills/Procedures/Application of Key Knowledge</p>
<p><i>Students will know:</i></p> <ul style="list-style-type: none"> - family members moving around the house. - physical appearances 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> - identify and name family members. - identify and name familiar pets

<ul style="list-style-type: none"> - pronouns, I, he, she - rooms in the house - objects in the rooms of the house - domestic / house animals 	<ul style="list-style-type: none"> - identify family gender in comparison to self - name the rooms of the house - match objects in different rooms in the house - state the location of the family member in the house. Where are you? Where is my dad? Where is my backpack
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	Students will be given multiple choice questions in online quizzes in different learning platforms, ie, google classroom, seesaw, flipgrid, Quizizz.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Students complete listening, speaking, reading and writing activities, examples: Kahoot and quizlet live in order to assess their knowledge of grammar and vocabulary acquisition.
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Students will be tested aurally and orally versus having a written test.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Students will take a pre-assessment to obtain baseline data about the topic presented and a post-assessment at the end of the year to measure student growth.
RESOURCES	
Core instructional materials: Teacher generated vocabulary word lists, expressions and grammar notes.	
Supplemental materials: <ul style="list-style-type: none"> • Quizlet • Quizizz • Flipgrid • Google Classroom • ABCYA • Language Guide • Languages Online • Kahoot • jamboard • Onlinefreespanish 	

<ul style="list-style-type: none"> • Youtube
Modifications for Learners
See appendix

Topic/Unit 5 Title	Food / Restaurant / Supermarket	Approximate Pacing	6-8 cycles
STANDARDS			
NJSLS World Language			
7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.			

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

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

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

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

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

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

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

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

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

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

Interdisciplinary Connections:	Computer Science & Design Thinking:
<p>Social Studies</p> <p>6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region</p> <p>Activity: students will compare familiar food products from Latin America and Spain.</p> <p>Math</p>	<p>8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.</p> <p>8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.</p> <p>8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.</p>

<p>2.MD A. Measure and estimate lengths in standard units 2.OA A. Represent and solve problems involving addition and subtraction</p> <p>Activity: Students will be able to count money in Spanish to pay for a meal when traveling to Latin America..</p>	<p>Activity: Students will compare food menus in different Spanish countries.</p>
<p align="center">Career Readiness, Life Literacies & Key Skills:</p>	
<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards). 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions</p> <p>Activity: Students will compare food recipes from Latin American countries and the cost of preparing it.</p>	
<p align="center">UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<p>Essential Question:</p> <p>What are basic meals and how do they compare with the Hispanic culture? How do I buy or order food in a Spanish restaurant?</p> <p>Enduring Understanding:</p> <p>Students will understand how the culture affects what food people buy and eat. Students will recognize cultural practices in Hispanic countries.</p>	
<p align="center">STUDENT LEARNING OBJECTIVES</p>	
<p align="center">Key Knowledge</p>	<p align="center">Process/Skills/Procedures/Application of Key Knowledge</p>
<p><i>Students will know:</i></p> <ul style="list-style-type: none"> - food nouns / articles agreement, masculine/ feminine, singular/ pl - balanced meals and times (breakfast, lunch, dinner, snack) - ask or order food from a menu - familiar food expressions, likes and dislikes 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> - match noun endings to corresponding “the” and “a / an” articles - identify grains, proteins, fruits/ vegetables and drinks in groups. - role play with others reading a traditional menu - tell other preferences of foods by group.

<ul style="list-style-type: none"> - traditional foods - food groups 	<ul style="list-style-type: none"> - read recipes to identify required items - compare traditional dishes and the elements used. - compare measuring systems. Lb/ Kilo - state and /or ask familiar expressions at the proper time. I am hungry. What do you want to eat? Do you like..?
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	Students will be given multiple choice questions in online quizzes in different learning platforms,ie, google classroom, seesaw, flipgrid, Quizizz.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Students complete listening, speaking, reading and writing activities, examples:Kahoot and quizlet live in order to assess their knowledge of grammar and vocabulary acquisition.
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Students will be tested aurally and orally versus having a written test.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Students will take a pre-assessment to obtain baseline data about the topic presented and a post-assessment at the end of the year to measure student growth.
RESOURCES	
Core instructional materials: Teacher generated vocabulary word lists, expressions and grammar notes.	
Supplemental materials: <ul style="list-style-type: none"> • Quizlet • Quizizz • Flipgrid • Google Classroom • ABCYA • Language Guide • Languages Online • Kahoot • Online whiteboards: awapp, jamboard 	

- [Onlinefreespanish](#)
- Youtube

Modifications for Learners

See [appendix](#)