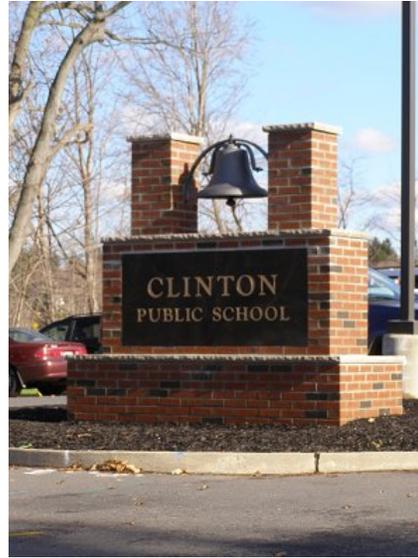


Clinton-Glen Gardner School District



Curriculum Management System

World Language: Spanish

Grade: 5

August 2015

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 25, 2015
Revised: August 15, 2015**

CLINTON-GLEN GARDNER SCHOOL DISTRICT

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Clinton-Glen Gardner School District

Mission

The mission of Clinton Public School is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

With new technologies evolving at a rapid rate, today's students are part of a dynamic and interconnected global society centered on the creation and communication of knowledge and ideas across geographical, cultural and linguistic borders. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes to successfully interface with those across the globe.

The study of another language and culture enables individuals to communicate in an appropriate way with people from diverse cultures. An education in world languages fosters the development of students who:

- Communicate in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibit attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Value language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

World Language: Spanish

Scope and Sequence

Grade 5	
<p>Topic: Greetings</p> <p>I. Students will be able to greet a person and introduce self and others</p> <ol style="list-style-type: none"> a. Greetings and courteous responses b. Use singular forms of ser to describe origin in question and answer form c. State their name and ask other people’s names 	<p>Topic: Mis amigos y yo</p> <p>II. Students will be able to describe themselves and their friends as well as their likes and dislikes</p> <ol style="list-style-type: none"> a. Use all subject pronouns and forms of ser b. Use adjectives to describe people, adjective agreement c. Describe the activities that they and others like using forms of gustar d. Understand and use correct definite articles
<p>Topic: Mi familia</p> <p>III. Students will be able to describe their family</p> <ol style="list-style-type: none"> a. Use names of family members to describe their own family and others’ b. Use possessive adjectives mi/mis, tu/tus and possession with de c. Describe ages using tener ____ años d. Make cultural connections with families in various Spanish-speaking cultures <ol style="list-style-type: none"> i. Compare and contrast with U.S. families 	<p>Topic: ¿Cómo es mi escuela?</p> <p>I. Students will be able to describe their classes and daily activities</p> <ol style="list-style-type: none"> a. Use vocabulary related to school subjects and classroom objects b. Use -ar verbs in all forms to describe what they and their friends do each day c. Use adverbs to describe the frequency that people do certain activities
<p>21st Century Skills (the ones that apply are in bold):</p> <ol style="list-style-type: none"> 1. Creativity & Innovation 2. Critical Thinking & Problem Solving 3. Communication & Collaboration 4. Media Literacy 5. Information Literacy 6. Information, Communication & Technology 	<p>21st Century Themes (the ones that apply are in bold):</p> <ol style="list-style-type: none"> 1. Global Awareness 2. Financial, Economic, Business & Entrepreneurial Literacy 3. Civic Literacy 4. Health Literacy 5. Environmental Literacy
<p>Differentiation: Refer to CPS 3-5 Differentiation Tool Kit</p>	
<p>Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units</p>	

Pacing / Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 World Language	Topic: ¡Buenos días! ¿Cómo estás?	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
September through October / about 15-20 classes	<p>1.1. Ask the name of another person and state/write their name in complete sentences. (7.1.NM.A.4, 7.1.NM.B.2, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.3)</p> <p>1.2. Ask and tell how they are feeling in complete sentences using the verb “estar”. (7.1.NM.A.4, 7.1.NM.B.2, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.3)</p> <p>1.3. Greet and say goodbye in different fashions depending on the time of day or situation and respond accordingly. (7.1.NM.A.4, 7.1.NM.B.2, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.3)</p> <p>1.4. Use singular forms of the verb “Ser” to describe origin in question and answer form. (7.1.NM.A.4, 7.1.NM.B.2, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.3)</p>	<p>Essential Questions: ¿Cómo te llamas? ¿Cómo estás? ¿De dónde eres? ¿De dónde es? ¿Eres de Argentina? ¿Es de Madrid? ¿Cuál es tu teléfono?</p> <p>Conceptual Understandings: Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large.</p> <p>Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language.</p> <p>Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language</p>	<p>Learning Activities: Paired conversations Whiteboard activities Quiz Quiz Trade Workbook Exit cards Games—Flyswatter; Pasen la pelota; Amnesia Performance of scripted dialogue (Interdisciplinary) Map activities (Interdisciplinary) Unscripted conversations</p> <p>Assessment Models: Can student ask and tell their name in a complete sentence? Can student ask and state how they are feeling? Can student write their name and tell how they are feeling in a complete sentence? Can student correctly greet and say goodbye to someone based on the time of day? Can student ask and state where they are from? Can they do the same about a third person? Can student ask and state their phone number in complete sentences? Can student contribute to the writing of a class letter</p>

Pacing / Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 5 World Language	Topic: ¡Mis amigos y yo somos inteligentes!	
	<u>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</u> The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
		<p>November through January / about 15-20 classes</p> <p>2.1. Use all subject pronouns and the forms of the verb “ser.” (7.1.NM.B.2, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.3, 7.1.NM.C.4)</p> <p>2.2. Use adjectives with correct noun/adjective agreement to describe people. (7.1.NM.B.2, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.3, 7.1.NM.C.4)</p> <p>2.3. Describe and write about the activities that they and others like using forms of “gustar.” (7.1.NM.B.2, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.3, 7.1.NM.C.4)</p> <p>2.4. Understand and use definite articles. (7.1.NM.B.2, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.3, 7.1.NM.C.4)</p> <p>2.5. Participate in an unscripted conversation. (7.1.NM.B.2, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.B.5,</p>	<p>Essential Questions: ¿Te gusta patinar? ¿Le gusta comer? ¿Quién es? ¿Qué es? ¿Cómo son? ¿Cómo somos? ¿De dónde son Maite y Javier?</p> <p>Conceptual Understandings: Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large.</p> <p>Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.</p> <p>Learning about age- and developmentally appropriate 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.</p>

Pacing / Suggested days of Instruction	Curriculum Management System	Topic: ¡Mis amigos y yo somos inteligentes!	
	Subject/Grade Level: Grade 5 World Language	Goal 2: The student will be able to describe themselves and their friends as well as their likes and dislikes.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>7.1.NM.C.2)</p> <p>2.6. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>2.7. Implement problem-solving strategies to solve a problem in school or the community. (9.1.8.A.2)</p> <p>2.8. Summarize strategies used by various organizations and agencies to solve problems that impact communities, and compare them with strategies used by similar organizations in another state or country. (9.1.8.A.3)</p> <p>2.9. Design and implement a project management plan using one or more problem-solving strategies. (9.1.8.A.4)</p> <p>2.10. Use multiple points of view to create alternative solutions. (9.1.8.B.1)</p>		<p>En Español text – Unidad 1 Etapa 1-2</p> <p>En Español workbooks—Más Práctica; Actividades Para Todos</p> <p>Songs—Me gustas tú—Manao Chao</p> <p>Powerpoint Jeopardy</p>

Pacing / Suggested days of Instruction	Curriculum Management System	Topic: ¡Mis amigos y yo somos inteligentes!	
	Subject/Grade Level: Grade 5 World Language	Goal 2: The student will be able to describe themselves and their friends as well as their likes and dislikes.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>2.11. Assess data gathered to solve a problem for which there are varying perspectives (eg, cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions. (9.1.8.B.2)</p> <p>2.12. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>2.13. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>2.14. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>2.15. Employ appropriate conflict resolution strategies. (9.1.8.D.1)</p> <p>2.16. Demonstrate the ability to understand inferences. (9.1.8.D.2)</p>		

Pacing / Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 World Language	Topic: ¡Mis amigos y yo somos inteligentes!	
		Goal 2: The student will be able to describe themselves and their friends as well as their likes and dislikes.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	2.17. Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)		

Pacing / Suggested days of Instruction	Curriculum Management System	Topic: Mi familia	
	Subject/Grade Level: Grade 5 World Language	Goal 3: The student will be able to talk about their family and make connections with Spanish-speaking cultures.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
February through April/ about 15-20 classes	<p>3.1. Use names of family members to describe their own family and that of others. (7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.B.2, 7.1.NH.B.3, 7.1.NH.B.4, 7.1.NH.B.5)</p> <p>3.2. Use possessive adjectives mi/mis, tu/tus and possession with “de” (7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.B.2, 7.1.NH.B.3, 7.1.NH.B.4, 7.1.NH.B.5)</p> <p>Describe age using “Tener _____ años.” (7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.B.2, 7.1.NH.B.3, 7.1.NH.B.4, 7.1.NH.B.5)</p> <p>3.3. Make cultural connection with families in various Spanish-speaking cultures, compare and contrast with US families. (7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.B.2, 7.1.NH.B.3, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.3)</p>	<p>Essential Questions: ¿Quién es? ¿Cuántos hermanos tienes? ¿Cómo se llama tu tía? ¿Cuántos años tienen tus abuelos? ¿Cómo es la familia de España? ¿De los E.E.U.U?</p> <p>Conceptual Understandings: Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large.</p> <p>Many products and practices related to home and community are shared across cultures; others are culture-specific.</p> <p>Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language.</p> <p>Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the</p>	<p>Learning Activities: Smartboard Concentration—La Familia Paired speaking—Info gap; Dados, Búsquedas Family tree project and presentations (Interdisciplinary) Whiteboard activities Workbook/ worksheets KWL (Interdisciplinary) Math activities-- #'s 1-100 (Interdisciplinary)</p> <p>Assessment Models: Can the student name 10-12 family members? Can the student show possession in two ways, using possessive adjectives and using “de”? Can the student ask/state their age and the age of another? Can the student make connections between families in the US and families in Spanish-speaking cultures?</p> <p>Additional Resources: Concentration—La Familia (Teachers’ Discovery) En Español text – Unidad 1 Etapa 3 En Español workbooks—Más Práctica; Actividades Para Todos video Teachers’ Discovery- La Familia</p>

Pacing / Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 5 World Language	Topic: Mi familia	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 3: The student will be able to talk about their family and make connections with Spanish-speaking cultures.	Essential Questions, Conceptual Understandings
		cultural contexts of the target language cultivates an awareness of the shared human experience.	

Pacing / Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 5 World Language	Topic: ¿Cómo es mi escuela?	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
April through June / about 20-25 classes	<p>4.1. Use vocabulary related to school subjects and classroom objects. (7.1.NH.A.2, 7.1.NH.A4, 7.1.NH.B.2, 7.1.NH.B.3, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.3)</p> <p>4.2. Use –ar verbs in all forms to describe what they and their friends do each day. (7.1.NH.A.2, 7.1.NH.A4, 7.1.NH.B.2, 7.1.NH.B.3, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.3)</p> <p>4.3. Use adverbs to describe the frequency in which people do certain activities. (7.1.NH.A.2, 7.1.NH.A4, 7.1.NH.B.2, 7.1.NH.B.3, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.3)</p> <p>4.4. Make cultural connection with schools in various Spanish-speaking cultures, compare and contrast with US schools. (7.1.NH.A.4, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.3, 7.1.NH.C.5)</p>	<p>Essential Questions: ¿En qué clase estás a las 9 de la mañana? ¿Quién enseña la clase de matemáticas? ¿Cuál es tu clase favorita? ¿En qué clase usas el globo? ¿Estudia Jorge arte o música? ¿Contestan mucho Cristobal y Enrique? ¿Cómo es la escuela en La Paz?</p> <p>Conceptual Understandings: Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. Many products and practices related to home and community are shared across cultures; others are culture-specific. Learning about age- and developmentally appropriate 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.</p>	<p>Learning Activities: Paired speaking activities—Dice games; Information gap Games—Flyswatter, Charades Whiteboards Verb puzzles (Interdisciplinary)</p> <p>Assessment Models: Can the student use vocabulary related to school subjects and classroom objects? Can the student conjugate 10-12 –ar verbs and use them in sentences to talk about their day? Can student use adverbs to describe the frequency in which they do certain activities? Can student make cultural connections between schools in the US and Spanish-speaking cultures?</p> <p>Additional Resources: En Español text – Unidad 2 Etapa 1 En Español workbooks—Más Práctica; Actividades Para Todos</p>

Pacing / Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 World Language	Topic: ¿Cómo es mi escuela?		
		Goal 4: The student will be able to describe their classes and their daily activities.		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
	4.5. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1) 4.6. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1) 4.7. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3) 4.8. Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3) 4.9. Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding. (9.1.8.D.4) 4.10. Demonstrate how productivity and accountability contribute to realizing individual or group work			

Pacing / Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 World Language	Topic: ¿Cómo es mi escuela?	
		Goal 4: The student will be able to describe their classes and their daily activities.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	goals within or outside the classroom. (9.1.8.F.1)		