

Subject Area: Spanish Grade Level: 5	Bedminster Township School 2025
Dates: September - June	Time Frame: 40 minutes on alternate days

Property of Bedminster Township School District

Overview

In grade 5, students will explore how to use the target language in the three modes of communication; *Interpretive*, *Interpersonal*, and *Presentational Modes*. Students are working at a novice level in which they will communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, friends, school, calendar, family, and home. The goal in grade 5 is to successfully lay the foundation for the Spanish 1 High School level program in grades 6-8. The ACTFL Performance Descriptors for Language Learners and 21st Century Skills Map - ACTFL is used to ensure a smooth transition among novice levels.

At the end of Unit 1, students will recall greetings and introductions, and they will respond to classroom directions. At the end of unit 2, students will use the alphabet to enunciate and spell words and numbers to complete basic math and tell time. At the end of unit 3, students will talk about things related to the calendar, days of the week, months of the year, seasons, and weather. At the end of unit 4, students will talk about items found in a classroom, and school subjects and to ask and respond to questions about preferences. At the end of unit 5, Students will identify, locate, and talk about the geography of Spanish-speaking countries. Throughout units 1-5, students will recognize and identify perspectives, practices, and products of Spanish cultures.

Modes of Communication:

Interpretive: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Interpersonal: The exchange of information and the negotiation of meaning between and among individuals.

Presentational: *Involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.*

Subject Area: Spanish
Grade Level: 5
Bedminster Township School

Unit: 1
¡Hola, mucho gusto! - Hi, nice to meet you!

Dates: September - November

Time Frame: 40 minutes on alternate days

Introductory Unit:

In this unit, students will use the target language in the three modes of communication to explore basic greetings and introductions, classroom procedures, ask common classroom questions and respond to commands. Students further explore cognate words in authentic materials to develop reading skills and competence in the target language.

Enduring Understandings

- Learning to greet, respond, and ask questions to someone is important to build connections.
- Interactions are essential in language acquisition.
- Reading expands understanding and meaning of the target language.
- Learning a language is an ongoing process that requires motivation, perseverance, and practice.
- Identifying cultural practices broader the understanding of the language studied.

Skill and Knowledge Objectives - I can

- Identify basic information about appropriate greetings, introductions, and leave-taking
- Listen to information about customs of greetings and introductions
- Read for information about how to ask how someone is
- Read information about classroom directions and commands
- Listen to classroom directions and how to respond to commands
- Identify formal greetings vs. informal greetings in Spanish-speaking countries



Interpretive

- Use basic conversation terms related to greetings and introductions
- Use correct leave-taking phrases
- Use formal and informal greetings
- Ask questions about how someone is
- Talk and respond to classroom directions and commands



Interpersonal

- Present information about appropriate greetings, introductions, and leave-takings
- Present information about classroom directions and commands



Presentational

Assessments

Pre-Assessment:

- Teacher guided activities
- Memorization of terms,
- Writing - cohesive skit order

Formative Assessment:

- Classwork and Homework
- Skit - act out
- TPR
- Study guide
- Vocaroo

Self-Reflection/Self-Assessment:

- Respond to the "I can..... "statements"
- Self-assessment class review
- Study guide - review questions

Summative Assessment:

- Quiz
- Presentation

Resources

- Realia - greetings, flashcards, and posters.
- Whiteboard, literacy skills book, video, quizlet, vocaroo, worksheets, audio activities, and resources for grades 6-8 Spanish online program.
- Google Slides and YouTube [Saludos en Español para Niños \(Spanish GREETINGS for Kids!\) |...](#)

Standards

NJ Student Learning Standards for (Content Area):

7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

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

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

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

formulaic sentences practiced in class.

7.1.NM.IPERS.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.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.

2020 New Jersey Students Learning Standards - Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand their thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.4: Explain the reason why some jobs and careers require specific training, skills, and certification (e.g., lifeguards, child care, medicine, education) and examples of these requirements.

Technology

- 8.1.5.DA.1: Collect, organize, and display data to highlight relationships or support a claim.

Social and Emotional Competencies - activities/topics [optional]

- <https://www.centervention.com/critical-thinking-worksheet/>

Subject Area: Spanish
Grade Level: 5
Bedminster Township School

Unit: 2
¿Qué hora es? - What time is it?

Dates: Nov - Jan

Time Frame: 40 minutes on alternate days

Overview

In this unit, students learn to use the target language in the three modes of communication to explore the Spanish alphabet, use numbers 1-1000, tell time, and compare the 24hr system used in Europe and to reinforce basic math skills.

Enduring Understandings

- Number fluency facilitates addressing basic needs such as age, telephone number, date and tell time.
- Reinforcement of basic math skills improves interpersonal communication in the target language and builds connections with other disciplines.
- Learning the Spanish alphabet helps with the enunciation of words and gives the foundation needed for spelling and reading.

Skill and Knowledge Objectives - I can

- Identify numbers 1-1000
- Listen to math terms in Spanish
- Identify time-telling vocabulary
- Identify the Spanish alphabet
- Read and identify information about time-telling 24 hrs system



Interpretive

- Count numbers
- Use math terms in Spanish
- Use the analog clock to tell the time
- Recite the Spanish alphabet
- Use the alphabet to enunciate and spell words



Interpersonal

- Present math problems using Spanish vocabulary
- Present information about the alphabet for the spelling of numbers
- Present information about telling-time and the 24-hour system



Presentational

Assessments

Pre-Assessment:

- Teacher guided activities
- Memorization of terms
- Brainstorm
- Survey

Formative Assessment:

- Classwork and Homework
- Think-pair-share
- Study guide
- Vocaboo
- Peer review

Self-Reflection/Self-Assessment:


- Respond to the “I can..... “statements”
- Self-assessment class review

- Study guide - review questions
- Quizlet

Summative Assessment:

- Presentations
- Quiz
- Rubric
- Project

Resources

- Realia - clock, numbers, alphabet, flashcards, and posters.
- Whiteboard, literacy skills book, video
- Quizlet, vocaroo, worksheets, and resources for grades 6-8 Spanish online program
- Google Slides and YouTube
- <https://study.com/academy/lesson/us-time-zones-pacific-mountain-central-eastern.html>
-  Canción - ¿Qué hora es? (Telling Time song)
- <https://docs.google.com/document/d/1ZnS5bxGYDWXUqMRfQAoToNARGHrcAhFb/edit>

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

2020 New Jersey Students Learning Standards - Career Readiness, Life Literacies and Key Skills

Personal Financial Literacy

- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

Career Readiness, Life Literacies and Key Skills

- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).
- 9.4.5.GCA1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.CI.3: Participate in brainstorming sessions with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

Cross-Curricular Standards - Math

- 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- 3.M.A Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

Technology

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Social and Emotional Competencies - activities/topics [optional]

<https://artsintegration.com/social-emotional-learning/#selstrategies>

Subject Area: Spanish
Grade Level: 5
Bedminster Township School

Unit: 3
¡Un Día Especial! - A Special Day!

Dates: Jan - March

Time Frame: 40 minutes on alternate days

Overview

In this unit, students learn to use the target language in the three modes of communication to study months of the year, holidays, special occasions, seasons, and weather in local areas and Spanish-speaking countries around the world.

Enduring Understandings

- Being able to communicate about holidays, birthdays, special occasions, seasons and weather facilitates interpersonal skills.
- Making and building connections locally and globally regarding weather.
- Exploring Spanish-speaking countries and recognizing cultural differences between these countries helps one gain new perspectives to ultimately aid in language comprehension.

Skill and Knowledge Objectives - I can

- Identify oral and writing days of the week and months of the year vocabulary
- Read and identify information about seasons
- Interpret weather map
- Listen and watch a weather report video
- Identify cognates words



Interpretive

- Ask and respond to questions about the weather
- Describe weather conditions locally and in a Spanish-speaking country
- Compare seasons in the US and Spanish-speaking countries
- Talk about holidays in Spanish-speaking countries and the US
- Convert celsius into Fahrenheit
- Write short sentences related to weather and seasons



Interpersonal

- Present information about the days of the week, months of the year, seasons, and weather conditions on a personal calendar.
- Present information on local weather
- Discuss dates of holidays, family birthdays, and special occasions



Presentational

Assessments

Pre-Assessment:

- Teacher guided activities
- Memorization of terms
- Flashcards
- Vocabulary list
- Research

Formative Assessment:

- Classwork and Homework
- Think-pair-share
- Study guide
- Vocaroo
- Peer editing

Self-Reflection/Self-Assessment:

- Respond to the “ I can ” statements”
- Self-assessment class review

- Study guide - review questions

Summative Assessment:

- Presentations
- Quiz
- Rubric

Resources

- Realia - calendar, global map, flashcards, and posters.
- Whiteboard, literacy skills book, video, quizlet, vocaroo, worksheets, and resources for grades 6-8 Spanish online program.
- Google Slides and YouTube.
- Rubric
- Online resources
- <https://kids.britannica.com/kids/browse/atlas>
- <https://www.metric-conversions.org/temperature/celsius-to-fahrenheit.htm>
- <https://www.youtube.com/watch?v=m1UQJDSq20Y>

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- 7.1.NM.IPRET.3:** Identify familiar people, places, and 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.
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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

2020 New Jersey Students Learning Standards - Career Readiness, Life Literacies and Key Skills

Personal Financial Literacy

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Career Readiness, Life Literacies and Key Skills

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.History CC.7.1, 7.1.NM.IPRET.5.)

Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes
- 9.2.5.CAP.4: Explain the reason why some jobs and careers require specific training, skills, and certification (e.g., lifeguards, child care, medicine, education) and examples of these requirements.

Cross Curricular - Science

- 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
- 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.

Technology

- 8.1.5.DA.1: Collect, organize, and display data to highlight relationships or support a claim.

Social and Emotional Competencies - activities/topics [optional]

- <https://www.centervention.com/word-association-game/>

Property of Bedminster Township School District

Subject Area: Spanish
Grade Level: 5
Bedminster Township School

Unit: 4

La sala de clases y los compañeros - The classroom and classmates

Dates: March-May

Time Frame: 40 minutes on alternate days

Overview

In this unit, students learn to use the target language in the three modes of communication to ask and answer questions about classroom objects, school subjects, and preferences. Students compare and contrast the concept of friendship to the home culture. They explore the introduction of grammar; nouns and gender agreement.

Enduring Understandings

- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.
- Language has rules, patterns, and structures.
- An ability to communicate in another language fosters a better understanding of my language and culture.
- The use of vocabulary on different topics such as classroom objects, school subjects, and preferences serves as a springboard for a familiar and meaningful conversation.

Skill and Knowledge Objectives - I can

- Read a student's school schedule
- Read information about friendship in Spanish-speaking countries
- Identify classroom objects and school subjects
- Identify nouns in Spanish
- Read information about the early form of writing



Interpretive

- Talk about classroom objects and school
- Talk about school schedules
- Talk about friendship
- Ask and respond to questions about preferences
- Ask questions about nouns



Interpersonal

- Discuss that nouns have gender
- Discuss some rules of punctuation and accent marks
- Present information about the classroom, school subject, and preferences
- Discuss the hieroglyphics of the Maya
- Present information about friendship in Spanish-speaking countries and the United States



Presentational

Assessments

Pre-Assessment:

- Teacher guided activities
- Memorization of terms
- Flashcards
- Vocabulary list

Formative Assessment:

- Classwork and Homework
- Think-pair-share
- Study guide
- Vocaroo
- Peer editing
- Guided writing
- Whiteboard practice

- Show and tell




Self-Reflection/Self-Assessment:

- Respond to the “ I can “statements”
- Self-assessment class review
- Study guide - review questions

Summative Assessment:

- Presentations
- Quizzes
- Quizlet
- Rubric - Oral and writing

Resources

- Realia - classroom objects, flashcards, and posters.
- Whiteboard, literacy skills book, video, quizlet, vocaroo, worksheets, and resources for grades 6-8 Spanish online program.
- Google Slides and YouTube.
-  Oral Individual Presentational Performance Rubric.doc
-  Presentación escrita
-  Cosas de la Escuela para Niños (School Vocabulary in Spanish) | Mi Camino Spanish

Standards

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2020 New Jersey Students Learning Standards - Career Readiness, Life Literacies and Key Skills

Personal Financial Literacy

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Career Readiness, Life Literacies and Key Skills

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Cross-Curricular Standards - ELA

- L.WF.5.2. Use idiomatic language and choose words for effect, use punctuation for meaning and effect.
- W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Technology

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Social and Emotional Competencies - activities/topics [optional]

- <https://www.centervention.com/how-to-be-a-good-friend/>

Subject Area: Spanish
Grade Level: 5
Bedminster Township School

Unit: 5

La geografía de los países de habla hispana - Geography of Spanish-speaking countries

Dates: May - June

Time Frame: 40 minutes on alternate days

Overview

In this unit, students explore further the Spanish-speaking countries, their location, geography, people, places, and cultural differences among regions. Students begin to use the introductory Spanish program level 1.

Enduring Understandings

- People around the world live differently depending on factors such as culture, geography, and traditions.
- Learning Spanish allows you to connect with a large and diverse community of speakers across the Americas, Europe, and beyond.
- Geography plays an important role in history and culture.
- The Spanish language is spoken in many countries.

Skill and Knowledge Objectives

- Read a world map
- Identify the location of the United States on a map
- Identify the location of Spanish-speaking countries
- Listen to an authentic video about Spanish-speaking countries
- Identify some customs or traditions
- Identify the continents



Interpretive

- Talk about the location of Spanish-speaking countries
- Discuss the variation of dialects spoken in Spanish-speaking countries
- Compare different words and accents in Spanish-speaking countries and The United States
- Talk about customs and traditions
- Discuss the continents



Interpersonal

- Present information about Spanish-speaking countries.
- Present a colored map by continents.



Presentational

Assessments

Pre-Assessment:

- Preview/ review of the unit - student edition, pp. xviii - xxxi

Formative Assessment:

- Classwork and Homework
- Think-pair-share
- Study guide
- Show and tell

Self-Reflection/Self-Assessment:

- Respond to the “ I can ” statements”
- Self-assessment class review
- Study guide - review questions
- Teacher’s Edition, pp. xviii - xxxi
- Student Edition, pp. xviii - xxxi

Summative Assessment:

- Presentations
- Quiz
- Quizlet
- Rubric

Resources

- Auténtico 1 textbook and interactive global map
- Realia - Spanish - speaking countries flashcards, and posters.
- Whiteboard, literacy skills book, video, quizlet, vocaroo, worksheets, and resources for grades 6-8 Spanish online program.
- Google Slides and YouTube
- https://us-school.pk12ls.com/school/fc5bc740-9663-4a84-b37c-17dc82addee3/Autentico_NA_SE_Level_1/Autentico_NA_SE_Level_1/index-h5.html?page=1
- https://www.youtube.com/watch?v=2ETVGEDEipk&list=RDQMqu-Odl_OTXs&start_radio=1

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Personal Financial Literacy

- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

Career Readiness, Life Literacies and Key Skills

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- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Cross Curricular Standards - 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.
- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States, and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS)

Social and Emotional Competencies - activities/topics [optional]

- <https://www.centervention.com/all-about-me-worksheet-resource-for-elementary-educators-and-parents/>

Differentiate Instruction, depending on individual student needs (students with an IEP, MLL Students; Students At Risk; Gifted Students) **by:**

Presentation Accommodations

- Use alternate texts at a lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use a magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of the teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker (Google Translate)
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material
- Get graded or assessed using a different standard than the one for a classmate

Differentiate Instruction, depending on individual student needs (students with 504) by:

Presentation Accommodations

- Use alternate texts at a lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use an audio amplification device
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or a native language other than English
- Dictate answers to a scribe
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Take a test in a small group setting
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Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material
- Get graded or assessed using a different standard than the one for a classmate