MOUNT HOLLY TOWNSHIP SCHOOL DISTRICT
FIFTH - SIXTH GRADE - WORLD LANGUAGE
Novice Mid

Revised to meet the June 2020 NJSLS-WORLD LANGUAGE
Board Approval: September 28, 2022

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World Languages

The New Jersey Student Learning Standards – World Languages (NJSLS-WL) is a guiding document toward participation in the state's global society. As one of the most diverse states in the United States, New Jersey encompasses a multicultural, global citizenry. In all regions, there are people speaking and interacting with others in different languages; there are street signs in several languages and international enterprises conducting business in English and in a multitude of other languages. The New Jersey Department of Education, whose mission is to equip students with necessary knowledge, skills, and attitudes to participate successfully in the 21st century, embraces the state's multiculturalism and diversity, including the acquisition of diverse languages and cultures.

Mission

World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

Vision

An education in world languages fosters a population that:
• Cultivates communication and cultural understanding 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.
• Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances crosscultural communication.
• Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
• Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

Intent and Spirit of the World Languages Standard

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

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The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the statedesignated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well- articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

Revised Standards

Framework for NJ Designed Standards

The design of this version of the NJ World Language Standard is intended to:
• promote the development of curricula and learning experiences that reflect the vision and mission of world languages as stated in the beginning of this document;
• foster greater coherence and appropriate progressions across grade bands;
• prioritize the important ideas and core processes that are central to world languages and have lasting value beyond the classroom; and
• reflect the habits of mind central to world language studies that lead to post-secondary success.

World Languages Practices

Practice	Description
Communicate	Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
Cultures	Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections	Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
Comparisons	Develop insight into the nature of language and culture in order to interact with cultural competence.

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Communities	Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Philosophy and Goals

NJSLS – WL reflect the philosophy and goals found in the national Standards for Foreign Language Learning in the 21st Century (National Standards in Foreign Language Education Project, 2006) and the summary of the World-Readiness Standards for Learning Languages. They were developed by consulting standards in the United States and internationally, as well as by examining the latest research and best practices on second-language acquisition. The revised world languages standard is generic in nature, designed as a core subject, and is meant to be inclusive for all languages taught in New Jersey schools. With regard to the implementation of NJSLS – WL for particular languages or language groups:

Classical languages

The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations in the language of study as a way of strengthening their language knowledge and use.

Unit 1: Introduction to Spanish Curriculum Area: World Language Unit Length: Ongoing	Grade Level: 5-6
Unit Overview	
In this Unit, students will use rudimentary vocabulary to converse with their peers. Students will be able to greet and introduce themselves to their peers. Students will also learn how to make different introductions, the different ways to end a conversation, the Spanish alphabet and how to spell vocabulary correctly, the difference between formal and informal greetings, saying where they and others are from, and Spanish- speaking countries, capitals and their locations. Students will begin to respond to classroom instructions in the new language.	
NJSLS: 7.1 World Languages	**Modes of Communication:**
Classical languages The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations	**Interpretive Mode:** Students demonstrate understanding of spoken and written communication within appropriate cultural contexts.

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in the language of study as a way of strengthening their language knowledge and use.

Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Enduring Understandings	Essential Questions
● Studying Spanish and learning to greet others will be useful to my future and give me insight into other cultures. ● Understand the difference between familiar and formal greetings in Spanish ● Analyze the differences between the Spanish and English alphabets. ● Establish a routine by using Spanish in the classroom. ● Use appropriate greetings and leave taking from the target culture.	● Why do people in Spanish-speaking countries use formal and informal greetings? ● Why are there more letters in the Spanish alphabet than in the English alphabet? ● How do cultural differences among Spanish speaking countries and the United State impact communication?

Core Idea

● Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
● Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
● Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

District/School Supplementary Resources

- Textbook *Avancemos 1* Holt McDougal
- Google Slideshow Presentations
- Classwork assignments that align with the textbook content
- Posters, handouts & manipulatives
- www.quizlet.com
- www.quizizz.com
- www.blooket.com

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- [Duolingo - The world's best way to learn a language](#)
- [South America and Central America Map Quiz](#)
- [Senor Jordan YouTube Channel](#)
- [Spanish Grammar | Learn Spanish Grammar at StudySpanish.com](#)

District/ School Formative Assessment Plan	District/ School Summative Assessment Plan
- Teacher Observation - Quizzes/Test - Group Projects/Discussions - Performance Tasks	Performance Tasks

Instructional Best Practices	
- Identifying Similarities and Differences - Reinforcing Effort and Providing Recognition - Practice - Modeling - Cooperative Learning - Setting Objectives and Providing Feedback - Cues and Questions - Gradual Release of Responsibility	- Checks for Understanding - Diagrams, Charts and Graphs - Coaching - Visuals - Collaborative Problem Solving - Active Engagement Strategies

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices

- CRLLKS1: Act as a responsible and contributing community members and employee.
- CRLLKS2: Attend to financial well-being.
- CRLLKS3: Consider the environmental, social and economic impacts of decisions.
- CRLLKS4: Demonstrate creativity and innovation
- CRLLKS5: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRLLKS6: Model integrity, ethical leadership and effective management.
- CRLLKS7: Plan education and career paths aligned to personal goals.
- CRLLKS8: Use technology to enhance productivity increase collaboration and communicate effectively.
- CRLLKS9: Work productively in teams while using cultural/global competence.

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Grade 5:

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1). • 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

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).

Grade 6:

9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.1 Personal Financial Literacy – Income And Careers	9.2 Career Awareness, Exploration, And Preparation - Career Awareness
Grade 5: 9.1.5. EG.5: Identify sources of consumer protection and assistance. **Grade 6:** 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.	**Grade 5:** 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. **Grade 6:** 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

Interdisciplinary & Intercultural Connections

Language Arts
W.6-8.1. Write arguments to support claims with clear reasons and relevant evidence.
RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.6-8.9 Analyze the relationship between primary and secondary sources on the same topic.
WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Mathematics
Use the four operations with whole numbers to solve problems.

Understand decimal notation for fractions, and compare decimal fractions.

Represent and interpret data.

Know number names and the count sequence.

Describe and compare measurable attributes.

Count to tell the number of objects.

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Generate and analyze patterns.

Extend understanding of fraction equivalence and ordering.

Classify objects and count the number of objects in each category.

Communication and Culture
Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
Develop insight into the nature of language and culture in order to interact with cultural competence.
Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

8.1-8.2 Computer Science and Design Thinking:

5th Grade:
• 8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints).
• 8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process

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8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.
• 8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.
• 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

6th Grade:
• 8.2.8.ITH.2: Compare how technologies have influenced society over time.
• 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.
• 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

NJSLS Learning Plan	
NJ Student Learning Objective	**Exemplar Lessons and/or Activities**
• 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	Students will be able to: Using the Interpretive of Communication ● Greet people and say goodbye using greetings and farewells. ● Introduce themselves and others. ● Ask and say how to spell names using the alphabet. ● Use numbers to give dates, birthdays and holidays. ● Say what day of the week it is. ● Describe the weather conditions. ● Initiate and respond to classroom commands and phrases. ● Locate Spanish countries on maps. ● Understand what cognates are.

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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.

Key Vocabulary

¡Hola! ~ Vocabulary

Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students

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- Demonstrate/model activity - Partner assisted - Disregard time limits - Oral prompt - Preferred position - Reduce number of actions - Ask for a repeat of the directions	- Use well-defined boundaries - Get a written list of instructions - Provide a buddy/partner - Preview skills for upcoming classes - Demonstrate/model activity - Disregard time limits - Oral prompt - More space between students - Preferred position - Simplify patterns - Reduce number of actions - Ask for a repeat of the directions
Accommodations for English Language Learners	**Accommodations for Gifted Students**
- Demonstrate/model activity - Partner assisted - Disregard time limits - Provide pictorial of rules, directions, or process - Ask for a repeat of the directions	- Additional practice of specific skills or concepts - Increase opportunities for applying skills or concepts - Direct instruction in using specific knowledge in different contexts - Provide learning centers where students are in charge of their own learning
Required Activities	**Suggested Activities**
- Instant Activity/ Do Now - Closure - Whole Group - Small Groups - Modeling - Independent Practice - PBIS Implementation - Identify and review objectives for lesson - Stations	- Reflection - Goal Setting - Real World Connection - Accessing Prior Experiences

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● Modified Activities	

Unit 2: Friendship Curriculum Area: World Language Unit Length: Ongoing	Grade Level: 5-6
Unit Overview	
In this Unit, students will be able to talk about activities and likes/dislikes. Students will also be able to utilize Spanish vocabulary and grammar to describe themselves and others. Students will identify people and things. Students will focus on the importance of understanding the gender/number of nouns in order to achieve noun-adjective agreement.	
NJSLS: 7.1 World Languages	**Modes of Communication:**
Classical languages The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations in the language of study as a way of strengthening their language knowledge and use.	**Interpersonal Mode of Communication** **Novice Mid learners** understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.
Enduring Understandings	**Essential Questions**
● My classmates and I have similarities and differences in our appearance and personalities.	● How can I identify the gender/number of a noun? ● Why is it acceptable not to use subject pronouns in Spanish, while it is necessary to use them in English?

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● In Spanish, it is very important to understand nouns, gender & agreement.	

Core Idea

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- South America and Central America Map Quiz
- Senor Jordan YouTube Channel
- Spanish Grammar | Learn Spanish Grammar at StudySpanish.com

District/ School Formative Assessment Plan	District/ School Summative Assessment Plan
● Teacher Observation ● Quizzes/Test ● Group Projects/Discussions ● Performance Tasks	● Performance Tasks

Instructional Best Practices

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L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Mathematics
Use the four operations with whole numbers to solve problems.
Understand decimal notation for fractions, and compare decimal fractions.
Represent and interpret data.
Know number names and the count sequence.
Describe and compare measurable attributes.

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Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Generate and analyze patterns.

Extend understanding of fraction equivalence and ordering.

Classify objects and count the number of objects in each category.

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Develop insight into the nature of language and culture in order to interact with cultural competence.

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8.1-8.2 Computer Science and Design Thinking:

5th Grade:
• 8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints).
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 8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.
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NJSLS Learning Plan

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NJ Student Learning Objective	Exemplar Lessons and/or Activities
• 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	Students will be able to: Using the 3 modes of Communication ● Talk about activities ● Tell where they are from using *de* ● Say what they like/dislike ● Utilize subject pronouns & the verb SER ● Utilize *gustar* with an infinitive ● Describe themselves and others using SER ● Identify people and things ● Utilize definite and indefinite articles ● Demonstrate noun-adjective agreement

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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.

Key Vocabulary
Un rato con los amigos ~ Vocabulary

Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
• Demonstrate/model activity • Partner assisted • Disregard time limits	• Use well-defined boundaries • Get a written list of instructions

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● Oral prompt ● Preferred position ● Reduce number of actions ● Ask for a repeat of the directions	● Provide a buddy/partner ● Preview skills for upcoming classes ● Demonstrate/model activity ● Disregard time limits ● Oral prompt ● More space between students ● Preferred position ● Simplify patterns ● Reduce number of actions ● Ask for a repeat of the directions
Accommodations for English Language Learners	**Accommodations for Gifted Students**
● Demonstrate/model activity ● Partner assisted ● Disregard time limits ● Provide pictorial of rules, directions, or process ● Ask for a repeat of the directions	● Additional practice of specific skills or concepts ● Increase opportunities for applying skills or concepts ● Direct instruction in using specific knowledge in different contexts ● Provide learning centers where students are in charge of their own learning
Required Activities	**Suggested Activities**
● Instant Activity/ Do Now ● Closure ● Whole Group ● Small Groups ● Modeling ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Modified Activities	● Reflection ● Goal Setting ● Real World Connection ● Accessing Prior Experiences

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Unit 3: School Life Curriculum Area: World Language Unit Length: Ongoing	Grade Level: 5-6

Unit Overview
In this Unit, students will be able to talk about their school day and routines. Students will also ask and tell time and say when they have to do things. Students will be able to describe their classroom and say where things are located. Students will also talk about how they feel. Students will discuss the similarities and differences between schools in Spanish speaking countries and schools in the United States.

NJSLS: 7.1 World Languages	Modes of Communication:
Classical languages The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations in the language of study as a way of strengthening their language knowledge and use.	**Presentational Mode of Communication** **Novice Mid learners** understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Enduring Understandings	Essential Questions
- School schedules in different countries vary because of cultural differences. - As a student, there are certain requirements that I must meet in order to be successful.	- How do schools in Spanish speaking countries differ from those in the United States? - How does my school schedule reflect my culture? - How does the way students dress reflect a culture?

Core Idea
● Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

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● Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
● Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

District/School Supplementary Resources

- Textbook *Avancemos 1* Holt McDougal
- Google Slideshow Presentations
- Classwork assignments that align with the textbook content
- Posters, handouts & manipulatives
- www.quizlet.com
- www.quizizz.com
- www.blooket.com
- Duolingo - The world's best way to learn a language
- South America and Central America Map Quiz
- Senor Jordan YouTube Channel
- Spanish Grammar | Learn Spanish Grammar at StudySpanish.com

District/ School Formative Assessment Plan	District/ School Summative Assessment Plan
- Teacher Observation - Quizzes/Test - Group Projects/Discussions - Performance Tasks	Performance Tasks

Instructional Best Practices

- Identifying Similarities and Differences - Reinforcing Effort and Providing Recognition - Practice - Modeling - Cooperative Learning	- Checks for Understanding - Diagrams, Charts and Graphs - Coaching - Visuals - Collaborative Problem Solving

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• Setting Objectives and Providing Feedback • Cues and Questions • Gradual Release of Responsibility	• Active Engagement Strategies

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices

- CRLLKS1: Act as a responsible and contributing community members and employee.
- CRLLKS2: Attend to financial well-being.
- CRLLKS3: Consider the environmental, social and economic impacts of decisions.
- CRLLKS4: Demonstrate creativity and innovation
- CRLLKS5: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRLLKS6: Model integrity, ethical leadership and effective management.
- CRLLKS7: Plan education and career paths aligned to personal goals.
- CRLLKS8: Use technology to enhance productivity increase collaboration and communicate effectively.
- CRLLKS9: Work productively in teams while using cultural/global competence.

Grade 5:
9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1). • 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.
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).

Grade 6:
9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.1 Personal Financial Literacy – Income And Careers	9.2 Career Awareness, Exploration, And Preparation - Career Awareness

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Grade 5:	Grade 5:
9.1.5. EG.5: Identify sources of consumer protection and assistance.	9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
Grade 6:	**Grade 6:**
9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.	9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

Interdisciplinary & Intercultural Connections

Language Arts
W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.6-8.9 Analyze the relationship between primary and secondary sources on the same topic.
WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Mathematics
Use the four operations with whole numbers to solve problems.
Understand decimal notation for fractions, and compare decimal fractions.
Represent and interpret data.
Know number names and the count sequence.
Describe and compare measurable attributes.
Count to tell the number of objects.
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
Generate and analyze patterns.
Extend understanding of fraction equivalence and ordering.
Classify objects and count the number of objects in each category.

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Communication and Culture

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Develop insight into the nature of language and culture in order to interact with cultural competence.

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

8.1-8.2 Computer Science and Design Thinking:

5th Grade:
• 8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints).
• 8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process
 8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.
• 8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.
• 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

6th Grade:
• 8.2.8.ITH.2: Compare how technologies have influenced society over time.
• 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.
• 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

NJSLS Learning Plan	
NJ Student Learning Objective	**Exemplar Lessons and/or Activities**

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world and in one's own region using memorized and practiced words, phrases, and simple,
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words, phrases, and a few simple sentences on targeted themes.
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materials orally or in writing.
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Key Vocabulary

¡Vamos a la escuela! ~ Vocabulary

Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
• Demonstrate/model activity • Partner assisted • Disregard time limits • Oral prompt • Preferred position • Reduce number of actions	• Use well-defined boundaries • Get a written list of instructions • Provide a buddy/partner • Preview skills for upcoming classes • Demonstrate/model activity

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● Ask for a repeat of the directions	● Disregard time limits ● Oral prompt ● More space between students ● Preferred position ● Simplify patterns ● Reduce number of actions ● Ask for a repeat of the directions
Accommodations for English Language Learners	**Accommodations for Gifted Students**
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MOUNT HOLLY TOWNSHIP PUBLIC SCHOOL DISTRICT
PACING GUIDE

331 Levis Drive
Mount Holly, New Jersey 08060

Course Title: World Languages
Grade(s): Fifth through Sixth Grade

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Unit	Weeks/Days	Standards/Assessment	Focus Skills
Unit 1	10-12 weeks (classes meet 1x per week)	7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.IPERS.6 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 7.1.NM.PRSNT.6	Students will be able to: Using the 3 modes of Communication ● Greet people and say goodbye using greetings and farewells. ● Introduce themselves and others. ● Ask and say how to spell names using the alphabet. ● Use numbers to give dates, birthdays and holidays. ● Say what day of the week it is. ● Describe the weather conditions. ● Initiate and respond to classroom commands and phrases. ● Locate Spanish countries on maps. ● Understand what cognates are.
Unit 2	10-12 weeks (classes meet 1x per week)	7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.IPERS.6 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3	Students will be able to: Using the 3 modes of Communication ● Talk about activities ● Tell where they are from using de ● Say what they like/dislike ● Utilize subject pronouns & the verb SER ● Utilize gustar with an infinitive ● Describe themselves and others using SER ● Identify people and things ● Utilize definite and indefinite articles ● Demonstrate noun-adjective agreement

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		7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 7.1.NM.PRSNT.6	
Unit 3	10-12 weeks (classes meet 1x per week)	7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.IPERS.6 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 7.1.NM.PRSNT.6	Students will be able to: Using the 3 modes of Communication ● Talk about daily schedules ● Ask and tell time ● Say what you have and have to do using tener and tener que ● Say what you do and how often ● Conjugate and utilize -ar verbs in the present tense ● Describe classes and classroom objects ● Say where things are located using the verb ESTAR ● Say where you are going using the verb IR ● Talk about how you feel

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