

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6	Content Area: World Language
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Original Adoption: April 1, 2019
Revised on: August 16, 2022
Revised by: Rosa Senos

Recommended Pacing Guide	
Unit 1: Como estas y como eres (feelings and characteristics)	12Days
Unit 2: Mi Comunidad (My Community)	12 Days
Unit 3: Cual es tu materia favorita? (School subjects and School Life)	11 Days
There are approximately 35 days of classes in a year.	

Unit 1: Emotions and Characteristics (describing oneself and others)	Duration: 12 Days
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Standards/Learning Targets

World Languages Core Content Standards

Interpretive Mode (Novice-Mid):

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.

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

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

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Interpersonal Mode (Novice-Mid):

Core Idea: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Presentational Mode (Novice-Mid):

Core Idea: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- 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.

Technology Standards:

Core Idea: Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

Core Idea: Technology advances through the processes of innovation and invention which relies upon the imaginative and inventive nature of people.

- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 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.
- 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

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21st Century Themes and Skills

Global and Cultural Awareness To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures. *By the end of 8th grade:* Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Core Idea: An individual's strengths, lifestyle goals, choices, and interests affect employment and income

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

- 9.2.5.CAP.2: Identify how you might like to earn an income.

- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

- 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.

Primary Interdisciplinary Connections:

- **W.6.10-** Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **SL.6.1.A-** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- **SL.6.1.B** - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- **SL.6.1.C-** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Evidence of Student Learning

Formative Tasks:

- Think-pair-share
- Summarizing
- Predicting
- TPR
- Chain drill
- Survey activity

Alternative Assessments:

- Role-play Como esta? Como eres?
- Interview presentation
- Posters/Drawings

Summative Assessments:

- Active performance tasks

Benchmark Assessments:

- Oral Proficiency Test

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- Selected Response quiz/test - Constructed Response quiz/test - Projects - Tests/Quizzes	SGO evaluation
Knowledge & Skills	
Enduring Understandings: - Successful communication is knowing how, when and why to convey a message to different audiences - Language learning involves acquiring strategies to fill communication gaps - The content of the world language classroom encompasses the entire learning experience - Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways. - Language reflects and is influenced by the culture in which it is found. - Cultural perspectives are gained by using the language and through experience with its products and practices. - Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs.	Essential Questions: - How do I develop communicative competence - How do I know that I am getting better in using language in real-world situations? - What strategies do I need to communicate in linguistically and culturally appropriate ways? - When does accuracy matter? - How does the content of the world languages classroom help me understand who I am and the world in which I live? - How does content help me respond to important questions that extend my learning beyond the classroom? - Why do people from different cultures sometimes say, write and do things differently from the way I do them? - How is language a product of culture? - How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices? - What role does stereotyping play in forming and sustaining prejudices about other cultures?
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: - Google slide of various people and describe their emotion - Draw emotion describe by teacher - Act out emotion when given orally - Use emojis for classifying what emotions they convey	Varied Levels of Text: <i>Viva Espanol</i> by Scott Foresman

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• Identify cognates for various vocabulary words of characteristics • Create “All about me” poster • Guessing game of Who’s Who with classmates • Use questions and answers when speaking • Understand oral and written discourse in Spanish • Vocabulary for personality traits • Teacher created materials • Supplemental books • Online resources • Quizlet • Wordwall.net • http://elmundodepepita.blogspot.com/ • https://funforspanishteachers.com/ • https://www.spanishplayground.net/	

Accommodations/Modifications
English Language Learners: • Provide clear and specific directions • Model directions and provide gestures to increase understanding • Show photos, videos, and definitions when possible for culturally unique vocabulary • Create a nurturing environment with structured routines • Use flashcards with pictures for vocabulary • Provide immediate praise and feedback Special Education/504 Plans/Students with Disabilities: • Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan • Have student restate information • Word bank of choices for answers to test questions • Review of directions • Use an amplifier • Additional time for assignments

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Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Provide materials for all projects, classwork, and home assignments
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Provide visuals

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Unit 2: La Comunidad (expressing where and when one is going)	Duration: 12 days
Standards/Learning Targets	
World Languages Core Content Standards	
Interpretive Mode (Novice-Mid): <i>Novice Mid learners</i> 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. Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.	
Interpersonal Mode (Novice-Mid): <i>Novice Mid learners</i> 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. Core Idea: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. • 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.	

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Presentational Mode (Intermediate-Low):

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Technology Standards:

Core Idea: Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

Core Idea: Technology advances through the processes of innovation and invention which relies upon the imaginative and inventive nature of people.

- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 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.
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21st Century Themes and Skills

Global and Cultural Awareness To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures. *By the end of 8th grade:* Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Core Idea: An individual's strengths, lifestyle goals, choices, and interests affect employment and income

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

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personal likes. • 9.2.5.CAP.2: Identify how you might like to earn an income. • 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. • 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.			
Primary Interdisciplinary Connections: • W.6.10- Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. • SL.6.1.A- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • SL.6.1.B - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • SL.6.1.C- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.			
Evidence of Student Learning			
Formative Tasks: • Total Physical Response (TPR) • Flashcards • Paired conversations • Questions/answers • Exit strategies		Alternative Assessments: • Posters/Drawings • Songs • Games • Student Notebook Check with Scoring Rubric	
Summative Assessments: • Picture prompt assessment • Oral prompt responses • Selected Response assessment • Written performance task • tests		Benchmark Assessments: • Pre/Post Assessment of home items • Oral Proficiency Test	
Knowledge & Skills			
Enduring Understandings: • Successful communication is knowing how, when, and why to convey a message to different audiences. • Language learning involves acquiring strategies to fill communication gaps.		Essential Questions: • How do families in Spanish Speaking countries spend their weekends? • What are similarities and differences in American communities to those in Spanish speaking countries?	

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• The content of the world languages classroom encompasses the entire learning experience. • Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways. • Language reflects and is influenced by the culture in which it is found. • Cultural perspectives are gained by using the language and through experience with its products and practices.	• How do I develop communicative competence? • How can I use a foreign language in real-world situations? • What strategies do I need to communicate in linguistically and culturally appropriate ways? • How does the content of the world languages classroom help me understand who I am and the world in which I live? • How does content help me respond to important questions that extend my learning beyond the classroom? • Why do people from different cultures sometimes say, write, and do things differently from the way I do them? • How is language a product of culture? • How are cultural perspectives (attitudes, values, and beliefs) reflected in a culture's products and social practices?
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: • Create a map of the community and label • Plan an agenda for where and when you are going in the next month • Loteria game • Wordwall.net • Quizlet • Kahoot • Whiteboard games • Matamoscas-flyswatter game • Create a community map and label • Adonde vas? Guessing game • Listen to teacher using target vocabulary and repeat words using correct pronunciation and intonation • Teacher created materials • Supplemental books • Audio CD's • Drag & drop activities	Varied Levels of Text: • <i>En Mi Familia</i> by Carmen Lomas Garza • <i>Viva Espanol</i> by Scott Foresman

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• Worksheets • http://elmundodepepita.blogspot.com/ • https://funforspanishteachers.com/ • https://www.spanishplayground.net/	

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Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Model directions and provide gestures to increase understanding
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Create a nurturing environment with structured routines
- Use flashcards with pictures for vocabulary
- Provide immediate praise and feedback

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Have student restate information
- Word bank of choices for answers to test questions
- Review of directions
- Use an amplifier
- Additional time for assignments

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Provide materials for all projects, classwork, and home assignments

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- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Provide visuals

Unit 3: Cual es tu materia favorita? (School subjects and School Life- likes and dislikes)

Duration: 11 days

Standards/Learning Targets

World Languages Core Content Standards

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Interpersonal Mode (Intermediate-Low):

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and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

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- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

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- 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.
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Primary Interdisciplinary Connections:

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- **SL.6.1.C-** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Evidence of Student Learning

Formative Tasks:

- Oral prompt responses
- Entry/Exit Tickets
- Discussions

Alternative Assessments:

- Posters/Drawings
- Role playing

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• Create schedule in Target language • Role Play/Skits • Teacher Observations • Do-Now • Thumbs up/down • Group/Pair activities	• Student Notebook Check with Scoring Rubric • Teacher Observation • Checklist to assess student participation and accurate performance or understanding of skills • Student Created Project with Teacher Scoring Rubric • Conference • Anecdotal Notes • Group Work/Class • Discussion Rubric
Summative Assessments: • Picture prompt assessment • Selected Response assessment • Written performance task • Projects • Tests/Quizzes	Benchmark Assessments: • Pre/Post Assessment of greetings, leave-takings, and basic introductions • Pre/Post Assessment of verb GUSTAR • Pre/Post Assessment of vocabulary-physical/personality adjectives, school, pastimes, family • Oral Proficiency Test
Knowledge & Skills	
Enduring Understandings: • Successful communication is knowing how, when, and why to convey a message to different audiences. • Language learning involves acquiring strategies to fill communication gaps. • The content of the world languages classroom encompasses the entire learning experience. • Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways. • Language reflects and is influenced by the culture in which it is found. • Cultural perspectives are gained by using the language and through experience with its products and practices.	Essential Questions: • How are American school daily routine/ schedule/ courses different from Spanish speaking schools? • How do I develop communicative competence? • How do I know that I am getting better in using language in real-world situations? • What strategies do I need to communicate in linguistically and culturally appropriate ways? • How does the content of the word language classroom help me understand who I am and the world in which I live? • Why do people from different cultures sometimes say, write and do things differently from the way I do them? • How are cultural perspectives (attitudes, values and beliefs)

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Members of a culture may make assumptions about other cultures based on their own attitudes, values and beliefs.		reflected in a culture's products and social practices?	
Core Instructional & Supplemental Materials			
Suggested Activities/Resources: - Role playing - Bingo/loteria game - Examine authentic school schedules from schools in Spanish speaking countries - Create your schedule in the Target Language - Class survey (Clase favorita) - Whiteboard games - Matamoscas-flyswatter game - Letters - Supplemental online reinforcement - Teacher created materials - Supplemental books - Audio CD's - Drag & drop activities - Worksheets - Create actions to represent the present tense-ar verbs being learned http://elmundodepepita.blogspot.com/ https://funforspanishteachers.com/ https://www.spanishplayground.net/		Varied Levels of Text: <i>Viva Espanol</i> by Scott Foresman	

Accommodations/Modifications	
English Language Learners: - Provide clear and specific directions - Model directions and provide gestures to increase understanding - Show photos, videos, and definitions when possible for culturally unique vocabulary - Create a nurturing environment with structured routines - Use flashcards with pictures for vocabulary	

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- Provide immediate praise and feedback

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Have student restate information
- Word bank of choices for answers to test questions
- Review of directions
- Use an amplifier
- Additional time for assignments

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Provide materials for all projects, classwork, and home assignments
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6

Content Area: World Language

- Provide visuals