

CURRICULUM

FOR

Spanish

WORLD LANGUAGE

GRADE 6

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

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The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:
World Language
Grade 6

Date of Board Adoption:
September 20, 2022

RAHWAY PUBLIC SCHOOLS CURRICULUM

Course Name: Grade 6 Spanish World Language

PACING GUIDE

Unit	Title	Pacing
1	All About Me	Marking Period 1
2	My Family, My Culture	Marking Period 2
3	My Community	Marking Period 3
4	The World Around Me	Marking Period 4

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes. ● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela).

- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: World Language

Unit Title: All About Me

Target Course/Grade Level: 6th Grade Spanish World Language

Unit Summary:

Students dive deeper into language and vocabulary specific to Self - Daily Routines - Clothing - School/Classroom. They examine how understanding these terms is key to uncovering connections made in texts and the global community. They will explore different thematic units to expand their learning via project-based learning. Students will be asked to articulate and write in the language being taught. In the culminating activity for this unit students will be able to present different projects based on the topics that are adhered to for marking period one.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Novice Low

- 7.1.NL.IPRET.1:** Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2:** Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3:** Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPERS.1:** Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2:** With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.4:** React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5:** Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6:** Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

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.

Novice Mid

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

Novice High

7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

Intermediate Low

7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.

7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

Intermediate Mid

7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.

7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations

7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.

7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

Intermediate High

7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.

7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

7.1.AL.IPERS.1: Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.5: Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

Advanced Low

7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts.

7.1.AL.IPRET.2: Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.

7.1.AL.IPRET.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

7.1.AL.IPERS.1: Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.2: Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.

7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.

7.1.AL.PRSNT.4: Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description

Career Readiness, Life Literacies, and Key Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Interdisciplinary Connections and Standards:

Social Studies:

6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

6.3.8.D.1: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Technology:

8.1.8.A.1: Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2: Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.E.1: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem

Unit Understandings:

Students will understand that...

Practice	Description
Communicate	They can 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	Learners must develop insight into the nature of language and culture in order to interact with cultural competence.
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.
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Unit Essential Questions:

- Who am I?
- How is language structured differently when I talk about taking care of myself?
- How do people describe their daily routines?
- How do people talk about what they and others like and don't like?
- Can you describe some special customs from the Spanish-speaking world?
- How do people dress in Spanish-speaking countries?
- How do weather and seasons affect clothing choices?

Knowledge and Skills:

Students will know...(expand upon)

- Cognates
- Basic body parts
- Regular/irregular -ar, -er, -ir verbs.
- Reflexive form of verbs
- Daily routine objects
- Clothing vocabulary
- Identify main ideas and some details when reading and listening.
- Use languages to engage in meaningful conversation, to understand and interpret spoken language and written text, and to present information, concepts, and ideas.
- Use appropriate technologies when interpreting messages, interacting with others, and producing written, oral, and visual messages.

Students will be able to...(expand upon)

- Infer the meaning of unfamiliar words.
- Explore authentic material from Spanish Speaking Countries.
- Respond to commands, questions and storytelling.
- Identify, pronounce, and use vocabulary related to health and common illnesses in conversations.
- Ask questions in TL about health and medical conditions.
- Describe a typical day.
- Review telling time.
- Apply expressions used to talk about daily routine and personal hygiene.
- Understand that reflexive verbs are needed to talk about one's daily routine.
- Reading and interpreting texts at their level.
- Listen to authentic audio clips featuring native speakers describing an event, and can match the oral description to a picture, or put pictures in the order of the sequence of events as described.
- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
- Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- END OF UNIT ASSESSMENT: Students will create a more detailed google slideshow presentation where they will be able to describe themselves, their daily routines, and their classroom routines. They will present the information in the target language. Students will be asked to provide images throughout their presentation.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Novel - Marcus Vegas Doesn't Speak Spanish.
- Write a sentence about what you and the person next to you are wearing, using the verb, llevar.
- Examine the website for the Spanish store, Zara (zara.com), and select five articles of clothing that you like. Print out the pictures, label them on a sheet of paper and present them to the class.
- Select one male and one female in the class and describe in writing what they are wearing. Share with the class.
- Dress a person according to the weather.
- Provide students with five pictures of different articles of clothing. Have them write a descriptive sentence about each of the five different articles of clothing.
- Use various learning styles to target students' individual needs.
- Think-Pair-Share
- Double-Entry Journals
- Independent Reading
- Class Discussions
- Post-it Note Reading
- Stations/centers
- Creating conversations
- Presenting skits to the class
- Playing hangman and other spelling games
- Listening to teacher spell words, students spelling words aloud
- Completing school schedule in target language
- Personal research projects to be presented in class in groups
- Vocabulary races at the board - “Bell Game”
- Diff. Ins. – vocabulary sorting games
- Quia Games – internet site for world language review
- Peer editing and as well as teacher review of writing
- Practice dictation writing
- Serpentine review game
- Quizlet, Kahoot, Gimkit to review acquired vocabulary
- Flipgrid to apply oral skills

RESOURCES

Teacher Resources:

- Novel: *Marcus Vega Doesn't Speak Spanish* by Pablo Cartaya
 - Story Map - https://www.teachingbooks.net/clp.cgi?master_id=60309&lf_id=9
 - Cultural Representation Reflection - https://www.teachingbooks.net/clp.cgi?master_id=60309&lf_id=10
 - Discussion Guide - https://www.pablocartaya.com/downloads/Marcus_Vega_Doesnt_Speak_Spanish_Discussion_Guide.pdf
 - Teacher Guide: https://cdn.ymaws.com/www.ilfonline.org/resource/resmgr/yhba_2020-2021/2020_middle_grade_books/middle_grade_resources/marcusvega_resources_20_21.pdf
- Kahoot
- Raz-Kids
- Chromebooks
- YouTube videos and authentic videos
 - La Rutina Diaria - <https://youtu.be/ie7L4hvoLCQ>
 - Clothing - <https://youtu.be/nFo04GGjCkk>
 - School - <https://youtu.be/nnR3tJiCgyQ>
- Quizlet
- La Ropa Thematic Unit -
 - <https://spanishplans.org/2013/01/29/ropa-unit/>
 - Activity - <https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/Spanish%20Level%20I%20Unit%208%20Stores%20Shopping%20Clothing%20Activity%2011.pdf>
- Mi rutina diaria Unit -
 - <https://spanishplans.org/2013/04/23/resources-for-la-rutina-diaria/>
- Escuela –
 - <https://lugarparapensar.wordpress.com/category/ideas-by-topic/sp-1-unit-4-en-la-escuela/>
 - https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/SP1_Unit_5_School_Plan.pdf

Equipment Needed:

- LCD projector
- Overhead Projector
- Students Journals

UNIT OVERVIEW

Content Area: World Language

Unit Title: My Family, My Culture

Target Course/Grade Level: 6th Grade Spanish World Language

Unit Summary:

In this unit, students will expand upon vocabulary used to name and describe family/friends, pets/animals, their home and food/beverage. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

Novice Low

- 7.1.NL.IPRET.1:** Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2:** Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3:** Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPERS.1:** Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2:** With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.4:** React to a few procedural instructions, directions, and commands in classroom situations.

7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

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.

Novice Mid

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

Novice High

7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

Intermediate Low

7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.

7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

Intermediate Mid

7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.

7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations

7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.

7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

Intermediate High

7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

- 7.1.IH.IPERS.1:** Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2:** Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.3:** Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.PRSNT.1:** Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.3:** Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
- 7.1.AL.IPERS.1:** Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.
- 7.1.AL.IPERS.5:** Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

Advanced Low

- 7.1.AL.IPRET.1:** Identify main ideas and significant details in a range of oral, viewed, and written texts.
- 7.1.AL.IPRET.2:** Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
- 7.1.AL.IPRET.3:** Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
- 7.1.AL.IPERS.1:** Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.
- 7.1.AL.IPERS.2:** Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.
- 7.1.AL.PRSNT.3:** Offer and support opinions and use persuasive language when presenting ideas and information.
- 7.1.AL.PRSNT.4:** Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description

Career Readiness, Life Literacies, and Key Skills:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.

- CRP4. Communicate clearly and effectively and with reason.
 CRP6. Demonstrate creativity and innovation.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Interdisciplinary Connections and Standards:

Social Studies:

- 6.1.5.GeoGI.1:** Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.HistoryUP.1:** Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 6.3.8.D.1:** Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Technology:

- 8.1.8.A.1:** Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2:** Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.D.1:** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- 8.1.8.E.1:** Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem

Unit Understandings:

Students will understand that...

Practice	Description
Communicate	They can 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	Learners must develop insight into the nature of language and culture in order to interact with cultural competence.
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.

Unit Essential Questions:

- How do I demonstrate an understanding of the similarities, differences, and interactions across cultures and languages?
- What makes a family a family?
- What is a tradition?
- Who is included in this family?
- Is there such a thing as the perfect family?
- How are meals in Spanish-speaking countries similar and different to meals in the United States?
- What are the possible consequences of not being aware of the cultural and/or regional differences when ordering in a restaurant?

Knowledge and Skills:

Students will know...(expand upon)

- Students will be able to identify traditions in their own families as well as in their classmates' and other countries/cultures in the world.
- Students will follow along with a video and put the vocab flashcard in the correct place on the family tree -Students will name the members of families.
- Students will be able to describe their family members' likes/dislike.

Students will be able to...(expand upon)

- Describe families in the target language.
- Talk about celebrations and parties.
- Ask and tell ages.
- Learn to use the verb "tener", "venir" and possessive adjectives.
- Express possession.
- Ask politely to have something brought to them.
- Order a meal in a restaurant.
- Know some uses of the verbs "Ser" and "Estar".
- Understanding cultural perspectives on family and celebrations.
- Recognize similarities and differences in sound systems, writing systems, cognates, gender, and level appropriate idioms

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **END OF UNIT ASSESSMENT:**
Presentation: “Un Restaurante Muy Bueno” - Students will create a restaurant that serves food of their choice and/or that represents their culture. Students can use Story Vine or FlipGrid for their presentation. Students will engage in visiting one another's virtual presentation to listen and review their classmates' restaurants. Students will be assessed on their:
 - Communication - Student reads and writes effectively for a variety of purposes.
 - Accountable Talk - Student speaks effectively with a variety of audiences in an accountable manner.
 - Student Ownership - Student takes responsibility for own learning and behavior.
 - Responsibility - Student values human, cultural and natural diversity
- Vocabulary Fluency (How comfortable a student is with the word and a picture to associate the word with to write their own sentence in context.)
- Journals
- Homework
- Discussions
- Observations during class activities
- Oral class participation

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Daily Routines
- Lecture (PowerPoint, Websites) with note taking
- Teacher modeling
- TPR - Total Physical Response
- Listening comprehension exercises (audiovisual material, music)
- Flexible grouping
- Cooperative learning projects/presentations
- Class discussion
- Examination of exemplary student work
- Student self-assessment
- Graphic organizers and maps
- Guided reading and writing skills practice
- Online lab Videos (Pearson, YouTube, Yabla)
- Duolingo
- Oral Class Participation
- Students will fill out a Venn diagram with comparisons of their family and cultural traditions to their classmates as well as to other cultures.

RESOURCES

Teacher Resources:

- Novel: *Marcus Vega Doesn't Speak Spanish* by Pablo Cartaya
 - Story Map - https://www.teachingbooks.net/clp.cgi?master_id=60309&lf_id=9
 - Cultural Representation Reflection - https://www.teachingbooks.net/clp.cgi?master_id=60309&lf_id=10
 - Discussion Guide - https://www.pablocartaya.com/downloads/Marcus_Vega_Doesnt_Speak_Spanish_Discussion_Guide.pdf
 - Teacher Guide: https://cdn.ymaws.com/www.ilfonline.org/resource/resmgr/yhba_2020-2021/2020_middle_grade_books/middle_grade_resources/marcusvega_resources_20_21.pdf

- Authentic Text - Recipes/Articles from Food & Cooking sites
- Quizlet
- Youtube Videos
 - La Familia - https://youtu.be/X_v5cBtqpOM
<https://youtu.be/DjCzY4BsmFI>

 - El Restaurante - <https://youtu.be/OfUICQ7vObo>
 - La Casa - <https://youtu.be/MZgYF0cO2iQ>

- La Familia/ Traditions Lesson Plans
 - <https://scholarsarchive.byu.edu/cgi/viewcontent.cgi?article=6562&context=etd>
 - https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/SP1_Unit_3_Family-Friends_Plan.pdf

- Restaurant Lesson Plans
 - https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/SP1_Unit_7_Food_Plan_1-08.pdf
 - <https://www.lrhdsd.org/site/handlers/filedownload.ashx?moduleinstanceid=5960&dataid=8541&FileName=Spanish%20I%20-%20Unit%20II%20-%20Food%20Meals%20and%20Restaurants.pdf>
 - <https://senorachase.com/2018/01/22/food-fun/>

- Pets/ Animals Lesson Plans
 - <https://spanishplans.org/2013/09/24/animalresources/>

Equipment Needed:

- Books, computer, projector

Technology Infusion:

- Due to the Model Classroom Initiative, teachers will focus on the higher levels of the SAMR model

UNIT OVERVIEW

Content Area: World Language

Unit Title: My Community

Target Course/Grade Level: 6th Grade Spanish World Language

Unit Summary:

In this unit, students will expand upon learned vocabulary used to name and describe the weather/ seasons, their community, shopping/stores and will be able to describe the calendar and time. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

Novice Low

- 7.1.NL.IPRET.1:** Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2:** Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3:** Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPERS.1:** Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2:** With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.4:** React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5:** Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6:** Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

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.

Novice Mid

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

Novice High

7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

Intermediate Low

7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.

7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

Intermediate Mid

7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.

7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations

7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.

7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

Intermediate High

7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.

7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

7.1.AL.IPERS.1: Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.5: Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

Advanced Low

7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts.

7.1.AL.IPRET.2: Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.

7.1.AL.IPRET.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

7.1.AL.IPERS.1: Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.2: Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.

7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.

7.1.AL.PRSNT.4: Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description

Career Readiness, Life Literacies, and Key Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Interdisciplinary Connections and Standards:

Social Studies:

6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

6.3.8.D.1: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Technology:

8.1.8.A.1: Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2: Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.E.1: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem

Unit Understandings:

Students will understand that...

Practice	Description
Communicate	They can 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	Learners must develop insight into the nature of language and culture in order

	to interact with cultural competence.
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.

Unit Essential Questions:

- How does the weather in countries in the northern hemisphere differ from those in the southern hemisphere?
- How does the weather affect one's lifestyle?
- How does my classroom community fit into the school community?
- What are some ways in which community members help one another?
- How does weather affect my community?

Knowledge and Skills:

Students will know...(expand upon)

- Languages, beliefs, customs, and traditions.
- Informal Commands
- Descriptive Adjectives
- Adjective Agreement Verbs: to have, to be, to be able to, to like (I like) It + a + infinitive (To be going to ...)
- Vocabulary related to: Colors, Clothing, Numbers 0-100, Jewelry, foods, store names/places, directions, and body parts, weather conditions.
- Idioms: to be fashionable, to be ____ years old

Students will be able to...(expand upon)

- Identify and name members of the community.
- Recognize and describe the members of the community using adjectives.
- Listen to and understand short stories about community members in Spanish-speaking countries.
- Say one thing that they can do to make their community stronger.
- Act out and explain how community members help each other.
- Write short phrases and simple sentences about members of the community.
- Read and respond to a passage about different types of community workers.
- Watch and understand a video about a small community that makes a difference on a large scale.
- List small and large communities in your area.
- Tell what languages they can speak.
- Identify countries where Spanish is spoken.
- Listen to people from around the world speak other languages.
- Tell the time to the hour.
- Ask and respond to simple questions related to clothing, seasons and weather orally and in writing.
- Name and classify clothing according to weather and seasons.
- Understand that there are differences in weather and seasons in the United States and Spanish-speaking countries.

- Read stories about people from different parts of the world and observe how weather affects their clothing choices.
- Identify what classmates are wearing during different seasons.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

END OF UNIT ASSESSMENT:

- The Seasons -
 - Students will create a google slide presentation with the different seasons in the target language. They will add pictures and vocabulary to their presentation. In addition, they will include a slide of the difference between seasons in the United States versus a Spanish speaking country. They will present their final project to the class.
- Community
 - Students will present a culminating project on events that can take place in their community. They will choose an event that they feel will make their community better and present it to their peers. For instance: Recycle Tuesday, Big Brother Big Sister Events, etc...

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Have students create a KWL chart on the weather in the northern and southern hemispheres.
- Create a song/rap about the weather. Present completed work to the class.
- Use the Internet to research the weather in different Spanish-speaking countries.
- Compare and contrast weather in Mexico and the United States using a Venn Diagram.
- Stations activity: students rotate through seven different stations. Each station will have a paragraph related to the weather written in Spanish. Working in groups of three, students will translate the paragraph and identify the season that corresponds with the weather description.
- Provide students with an authentic weather report from a Spanish-speaking country. Have them work in pairs to translate the information from the report.

RESOURCES

Teacher Resources:

- Novel: *Marcus Vega Doesn't Speak Spanish* by Pablo Cartaya
 - Story Map - https://www.teachingbooks.net/clp.cgi?master_id=60309&lf_id=9

- Cultural Representation Reflection - https://www.teachingbooks.net/clp.cgi?master_id=60309&lf_id=10
- Discussion Guide - https://www.pablocartaya.com/downloads/Marcus_Vega_Doesnt_Speak_Spanish_Discussion_Guide.pdf
- Teacher Guide: https://cdn.ymaws.com/www.ilfonline.org/resource/resmgr/yhba_2020-2021/2020_middle_grade_books/middle_grade_resources/marcusvega_resources_20_21.pdf
- NonFiction Articles - Newsela
- Quizlet
- Duolingo
- The Weather Lesson Plans -
 - <https://teachers.net/lessonplans/posts/21.html>
 -
- The Seasons Lesson Plans -
 - <https://spanish4kiddos.com/spanish-seasons-lesson-plan/>
 - <https://www.spanish.academy/blog/a-kids-guide-to-the-4-seasons-in-spanish/>
 - <http://www.spanishsimply.com/>
 - Activity - <https://www.enchantedlearning.com/themes/spanish.shtml>
 -
- Store/ Shopping Lesson Plans
 - https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/SP1_Unit_8_Stores-Shopping-Clothing_Plan.pdf
 - <https://www.apsva.us/wp-content/uploads/2019/09/3-5-Theme-2-Exploratory.pdf>
 - Activity - <https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/Spanish%20Level%20I%20Unit%208%20Stores%20Shopping%20Clothing%20Activity%2010.pdf>
- Calendar/ Time Lesson Plans -
 - <https://www.enchantedlearning.com/themes/spanish/time.shtml>
 - Activity - <https://www.fluentu.com/blog/educator-spanish/spanish-calendar-activities/>
- Flipgrid -
 - https://auth.flipgrid.com/signin?redirect_url=https://my.flipgrid.com/me
- Canva -
 - <https://www.canva.com/>

Equipment Needed:

- Books, Journals, Projector

Technology Infusion: Due to the Model Classroom Initiative, teachers will focus on the higher levels of the SAMR model.

UNIT OVERVIEW

Content Area: World Language

Unit Title: The World Around Me

Target Course/Grade Level: 6th Grade Spanish World Language

Unit Summary:

In this unit, students will expand upon learned vocabulary used to name and describe geography/places, their leisure activities and color and shapes. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Novice Low

- 7.1.NL.IPRET.1:** Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2:** Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3:** Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPERS.1:** Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2:** With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.4:** React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5:** Enact a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

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.

Novice Mid

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

Novice High

7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

Intermediate Low

7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.

7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

Intermediate Mid

7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.

7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations

7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.

7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

Intermediate High

7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.

7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

7.1.AL.IPERS.1: Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.5: Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

Advanced Low

7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts.

7.1.AL.IPRET.2: Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.

7.1.AL.IPRET.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

7.1.AL.IPERS.1: Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.2: Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.

7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.

7.1.AL.PRSNT.4: Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description

Career Readiness, Life Literacies, and Key Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Interdisciplinary Connections and Standards:

Social Studies:

6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

6.3.8.D.1: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Technology:

8.1.8.A.1: Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2: Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.E.1: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem

Unit Understandings:

Students will understand that...

Practice	Description
Communicate	They can 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	Learners must develop insight into the nature of language and culture in order to interact with cultural competence.
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.
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Unit Essential Questions:

- What is the Spanish-speaking world like?
- What do teens like to do in their spare time?
- How are my travel needs similar to and different from those from other cultures?
- What information do I need to know in order to plan a trip to a foreign country?
- What is my definition of a vacation and how does that differ from someone's from another culture?
- How do I describe and use different forms of transportation to get around?
- What information do I need to plan a vacation in a foreign country?
- What do I need to obtain a driver's license in a Spanish-speaking country?

Knowledge and Skills:

Students will know...(expand upon)

- Geographical vocabulary (mountain, lake, capital, compass points, etc.)
- Weather expressions
- Subject pronouns Ser and estar (conjugation only)
- Basic descriptive adjectives (tall, short, brunette, blonde, large, small, etc.)
- Noun/Adjective agreement Ir a + location (I am going to Madrid.)
- Hay Me gusta/no me gusta (just the concept, not agreement)
- Present tense verbs such as jugar (to play), ganar (to win), perder (to lose), ser, estar (to be), tener (to have), encontrar (to find), pensar (to mean, to think), creer (to believe)
- Soccer terms such as partido (game or match), fútbol (soccer), etc. ~
- Names of Hispanic countries and cities
- Cardinal numbers to 100
- Time
- Expressions of like/dislike
- Basic body parts
- Sports terms
- Movie types
- Colors
- Family members
- Descriptive adjectives

Students will be able to...(expand upon)

- Work in pairs to create and/or practice simple conversations.
- Perform a short skit or dialogue for a class, the school or the community.
- Develop simple conversations based on provided visual cues.
- Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, chalkboard drills, etc.
- Play games such as charades, Concentration/Memory, Pictionary, Slaps, Go-Fish, Guess Who, Dice Games, Board Games, etc., to practice vocabulary and/or grammatical concepts.

- Communicate via mail or the Internet with a pen pal in other classes, other schools in the U.S., or countries where the target language is spoken.
- Send and respond to simple invitations.
- Interview a peer to gather information to fill out a form or complete a simple survey.
- Work in pairs or in groups to retell a story that has been presented.
- Give and/or follow simple directions

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

END OF UNIT ASSESSMENT:

- Geography
 - Students will create a Google Slides presentation, Prezi, PowerPoint, WeVideo, or Google Sites depicting a specific Spanish speaking country provided by the teacher. Students will be asked to describe its location, provide ten facts about the country and provide traditions that are different from traditions in the United States - ie... Day of the Dead, and activities that are popular within that country.
- Color Shapes

Students will work with the art instructor in the school building to create a painting or an object. They will be able to describe the colors/ shapes used in the target language. The student will also write a short two paragraph essay on the project in the target language that will be displayed in the classroom.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Travel Brochures
- Lecture (PowerPoint, Websites) with note taking
- Teacher modeling
- TPR - Total Physical Response
- Listening comprehension exercises (audiovisual material, music)
- Flexible grouping
- Cooperative learning projects/presentations
- Class discussion
- Examination of exemplary student work
- Student self-assessment
- Graphic organizers and maps
- Guided reading and writing skills practice
- Online lab Videos (Pearson, YouTube, Yabla)

- Duolingo
- Oral Class Participation

RESOURCES

Teacher Resources:

- Novel: *Marcus Vega Doesn't Speak Spanish* by Pablo Cartaya
 - Story Map - https://www.teachingbooks.net/clp.cgi?master_id=60309&lf_id=9
 - Cultural Representation Reflection - https://www.teachingbooks.net/clp.cgi?master_id=60309&lf_id=10
 - Discussion Guide - https://www.pablocartaya.com/downloads/Marcus_Vega_Doesnt_Speak_Spanish_Discussion_Guide.pdf
 - Teacher Guide: https://cdn.ymaws.com/www.ilfonline.org/resource/resmgr/yhba_2020-2021/2020_middle_grade_books/middle_grade_resources/marcusvega_resources_20_21.pdf
- Geography Lesson Plans -
 - Activity - <https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/Spanish%20Level%20I%20Unit%202%20Geography%20Activity%203.pdf>
 - Activity - <https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/Spanish%20Level%20I%20Unit%202%20Geography%20Activity%206.pdf>
 - Activity - <https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/Spanish%20Level%20I%20Unit%202%20Geography%20Activity%207.pdf>
 - International Parks - <https://www.selectlatinamerica.co.uk/argentina/10-best-national-parks-latin-america/>
- Leisure/ Activities Lesson Plans -
 - https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/SP1_Unit_6_Sports-Leisure_Plan_1-08.pdf
 -
- Color Shapes Lesson Plans -
 - <https://ielanguages.com/spanish-colors.html>
 - <https://sites.google.com/a/gradschool.marlboro.edu/spanish-colors-shapes/curriculum-unit>

Equipment Needed:

- Books, Journals, Projector

Technology Infusion: Due to the Model Classroom Initiative teachers will focus on the higher levels of the SAMR model.