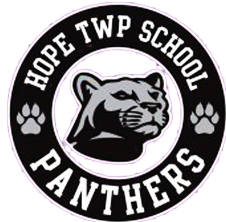


Belvidere Clusterwide Curriculum



World Languages

Grade 6

Updated Summer, 2024

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

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Timm Gast

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UNITS	Duration	Essential Questions:
Unit 1: Chocolate	10 class sessions	<ul style="list-style-type: none"> ● How do my personal preferences compare to those of the people around me? ● What factors have contributed to the development of my personal preferences and values? ● How does history contribute to the development of cultural values and norms?
Unit 2: Faroles	13 class sessions	<ul style="list-style-type: none"> ● How do cultural traditions and celebrations related to patriotism impact your sense of belonging and connection to your country? ● Which national and other symbols do I feel a strong sense of connection to? ● What does the concept of national pride mean to you, and how do your personal experiences and values influence your understanding of it?
Unit 3: Herencia Hispánica	14 class sessions	<ul style="list-style-type: none"> ● What cultural traditions and practices make up Hispanic Heritage?

Student Learning

Career Education (NJDOE CTE Clusters)

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Modifications and Accommodations:

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments

- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw

- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products_____

504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Seacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share

- Varied supplemental materials

Unit 1 Overview: Chocolate

Unit 1 Summary: Chocolate

Essential Questions:

- How do my personal preferences compare to those of the people around me?
- What factors have contributed to the development of my personal preferences and values?
- How does history contribute to the development of cultural values and norms?

Knowledge:

- esto es this is
- le gusta likes
- prefiere prefers
- este this
- ese that
- dice says
- ¿Qué es eso? What is that?
- ¿Y tú? And you?
- un aplauso
- una mano
- un puño
- la mesa

New Jersey Student Learning Standards

(Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

- 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.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.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

Interdisciplinary Connections:

- social studies
- geography
- history
- English language arts
- art
- music
- physical education

Performance Expectations

- Students will be able to respond appropriately to directions, questions and stories using physical response, gestures and/or words or simple phrases.

Unit 1 Student Learning Objectives

- Students will be able to follow directions in Spanish.
- Students will be able to respond to sí/no and cierto/falso questions
- Students will be able to interpret the meanings of words and phrases
- Students will be able to understand new vocabulary in context
- Students will be able to understand and recall a simple story
- Students will be able to understand informational text
- Students will be able to express ideas using single words and visual cues
- Students will be able to understand simple facts that they hear or read
- Students will be able to identify some Spanish-speaking countries by name in Spanish and their general locations on a map

Unit 1 Assessments

Formative Assessments

- Teacher observation of students’ verbal and nonverbal responses
- Student participation with ¡Dale! (bell ringer activity to start each class) and other classwork

Summative Assessments

No summative assessment is recommended at this time. Students have spent only a few days exposed to the communicative linguistic input that drives language acquisition. World language experts agree that it takes

time to make measurable gains in proficiency. The optional Unit 2 assessment will be the cumulative assessment for the two-unit sequence.

Alternative Assessment:

- Modified summative assessments, as needed (IEP/ 504 students)
- Allow for re-assessment as needed

Performance Tasks/Use of Technology:

- Students will be able to integrate and evaluate information presented in diverse media formats.

Unit 1 Sample Instructional Activities

- Character cards for assigned seating
- Briefly go over syllabus - goals and expectations
- Explain "¡Dale!" (bell ringer activity to start each class)
- Introduce core structures in context
- Learn "Chocolate Rhythm Game"
- Read short text
- Play "This or that?"
- Personal Inventory
- Predictions Picture Talk
- Write and Discuss
- Choral Translation
- Play "Crush the Cockroach"
- Country Game
- Card Talk
- Fan N Pick
- Cognate Match
- Shared reading
- Play "Matamoscas"
- Grudgeball
- Map Talk
- Informational Reading
- Glyph

Supplemental Materials/References/Links

- Vamos Unit 1 Curriculum activities, printables, Slides
- Chocolate Rhythm Game https://youtu.be/JBAUJqNcWQE?si=_PltM-DGQ9M0uLFZ
- markers
- mini whiteboards, erasers and markers
- random objects/realia for storyasking
- laminated cucarachas or fake toy cucarachas (cockroaches)
- Country Game cards, laminated
- fly swatters
- basket, rolled up papers, painters tape

Unit 2 Overview: Faroles

Unit 2 Summary: Faroles

Essential Questions:

- How do cultural traditions and celebrations related to patriotism impact your sense of belonging and connection to your country?
- Which national and other symbols do I feel a strong sense of connection to?
- What does the concept of national pride mean to you, and how do your personal experiences and values influence your understanding of it?

Knowledge:

- hace makes/does
- tiene has
- son are
- niños kids
- se llama calls him/herself

New Jersey Student Learning Standards

(Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

- 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.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.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

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

Interdisciplinary Connections:

- social studies
- geography
- history
- English language arts
- art
- music
- physical education

Performance Expectations

- Students will be able to respond appropriately to directions, questions and stories using physical response, gestures and/or words or simple phrases.

Unit 2 Student Learning Objectives

- Students will be able to use new vocabulary to learn about others and share information about themselves in Spanish
- Students will be able to understand the lyrics of a simple children's song
- Students will be able to understand simple physical descriptions in Spanish
- Students will be able to understand and retell a simple story in Spanish
- Students will be able to interpret an unfamiliar, simple story in Spanish
- Students will be able to interpret basic facts about countries by reading simple texts in Spanish
- Students will be able to understand an informational text in Spanish about a special parade in Costa Rica
- Students will be able to interpret and share information on a familiar topic in Spanish

Unit 2 Assessments

Formative Assessments

- Teacher observation of students' verbal and nonverbal responses
- Student participation with ¡Dale! (bell ringer activity to start each class) and other classwork

Summative Assessments (Optional)

Reading assessment - Students will read a short text on a familiar topic and answer questions in English to demonstrate comprehension

Alternative Assessment:

- Modified summative assessments, as needed (IEP/ 504 students)
- Allow for re-assessment as needed

Performance Tasks/Use of Technology:

- Students will be able to integrate and evaluate information presented in diverse media formats.

Unit 2 Sample Instructional Activities

- "¡Dale!" (bell ringer activity to start each class)
- Introduce core structures in context
- "Muévete si" activity
- "Arcoíris" activity
- Storyasking
- Volleyball Reading
- Write, Draw, Pass
- Bingo
- Read short text
- Personal Inventory
- Predictions Picture Talk
- Write and Discuss
- Choral Translation
- Card Talk
- Fan N Pick
- Cognate Match
- Shared reading
- Play "Matamoscas"
- Grudgeball
- Informational Reading
- Glyph

Supplemental Materials/References/Links

- Vamos Unit 2 Curriculum activities, printables, Slides
- La vaca Lola song <https://www.youtube.com/watch?v=eNLjdPI9zdE>
- Arcoíris game cards, laminated
- colored dot dice (or numbered dice)
- scissors
- Bingo cards
- markers, colored pencils
- Media naranja cards, laminated
- Gallery Walk posters
- True/False/Possible cards, laminated
- mini whiteboards, erasers and markers
- random objects/realia for storyasking
- fly swatters
- basket, rolled up papers, painters tape

Unit 3 Overview: Herencia Hispana

Unit 3 Summary: Herencia Hispana

Essential Questions:

- What cultural traditions and practices make up Hispanic Heritage?

Knowledge:

- Christmas (Navidad)
- Day of the Dead (Dia de Muertos)
- Hispanic Heritage Month (Mes de la Herencia Hispana)
- Any other holidays, traditions or practices of native Spanish speakers that reflect the heritage and/or interests of students

New Jersey Student Learning Standards

New Jersey Student Learning Standards:

- 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.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.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.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Interdisciplinary Connections:

- ELA
- Geography
- Dance/ Music
- History

Performance Expectations

- Students will be able to understand the significance of some holidays, traditions and practices of Spanish-Speaking countries

- Students will be able to ask and answer simple questions related to culture.
- Students will be able to discuss the cultural practices, products and perspectives of some groups of people from Spanish-Speaking countries.

The Unit 3 Student Learning Objectives

- Students will be able to identify and describe a holiday, tradition or practice.
- Students will be able to interpret an informational text.
- Students will be able to describe cultural characteristics.
- Students will be able to provide basic information and culture about Spanish-Speaking countries.

Unit 3 Assessments

Formative Assessments

- Christmas carols
- Make an altar for Dia de Muertos
- Write and Discuss
- Matamoscas Game

Summative Assessments

- Presentational writing
- Interpretive reading
- Oral presentations with posters.

Alternative Assessment:

- Interpretive reading using modified text, glossary, side notes, etc.
- Presentational writing using word bank, modified length, etc.

Use of Technology:


- Computer, Youtube, whiteboard/ smartboard, Google Classroom

Unit 3 Sample Instructional Activities

- Venn Diagram activity on the board (compare/contrast Dia de los Muertos with American holidays of Halloween and Memorial Day)
- Make posters for Hispanic Heritage month.
- Coco bingo (watch Coco with a bingo board of typical Day of the Dead items. Mark off items as you see them in the first 30 minutes of the movie on your bingo board).
- Day of the Dead fiction/non-fiction books
- Make calavera masks
- Make an altar and its symbols.
- Youtube video of El Burrito de Belén with words. Students sing the chorus with maracas, etc.

- Compare/contrast Christmas traditions in Latin America and the United States.
- Documentary/Movie - related to Spanish language and/or Hispanic/Latin American culture

Supplemental Materials/References/Links

- Rockalingua video  Día de los Muertos (Day of the Dead) music video for kids
- Movie: Coco (20 min segment)
- Songs: El burrito de Belén, etc.
- Youtube video song: Noche de paz.