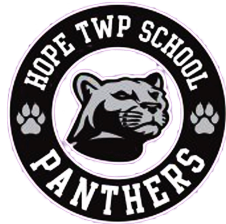


Belvidere Clusterwide Curriculum



World Languages

Grade 6 Middle School Spanish 1

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.

Curriculum Coordinator:

Timm Gast

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UNITS	Duration	Essential Questions:
Unit 1: Dice	15 class sessions	<ol style="list-style-type: none"> 1. How can I introduce myself or someone else in Spanish? 2. What information do I want to know about someone else when I first meet them?
Unit 2: ¿Qué te gusta?	3 class sessions	<ol style="list-style-type: none"> 1. How do I express my likes and dislikes to others?
Unit 3: ¿Qué hay?	2 class sessions	<ol style="list-style-type: none"> 1. How can I talk about what there is in my everyday surroundings?
Unit 4: ¿Qué llevas?	3 class sessions	<ol style="list-style-type: none"> 1. How can I talk about what I'm wearing with others?
Unit 5: Corre - El encierro de toros	15 class sessions	<ol style="list-style-type: none"> 1. Why might I choose to participate in a dangerous activity? 2. Do I enjoy participating in events or observing events?
Unit 6: La cumbia	15 class sessions	<ol style="list-style-type: none"> 1. What cultures are present in Latin America? 2. How does cumbia reflect the cultures of Latin America?
Unit 7: Herencia Hispánica	15 class sessions	<ol style="list-style-type: none"> 1. 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.
-

Reading and Writing Companion Standards:

Language Domain

-

Reading Domain:

-

Speaking and Listening Domain:

-

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
- Teacher 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: Dice

Unit 1 Summary: (SOMOS 1 Unit 1) “Dice”

Essential Questions:

- How can I introduce myself or someone else in Spanish?
- What information do I want to know about someone else when I first meet them?
- How do I present myself to the world?

Knowledge:

- Introducing self and others
- Report what someone else says
- Expressing disagreement (Wildebeest)
- Understanding questions and basic responses
- Este, es, dice, una persona, un(a) chico(a), se llama
- ¿Cómo te llamas?, ¿Cuántos años tienes?, ¿Cómo estás?, ¿De dónde eres?, ¿Cuál es tu dirección?, etc...
- Conversational Verb be (soy, eres, es)

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:

- ELA- writing, reading, speaking, listening
- Music- los pollitos
- Physical Education- active games and movement activities
- Art- illustrations/pictures of descriptive adjectives

Performance Expectations

- I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
- In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.
- I can interact at a survival level in some familiar everyday contexts.
- I can use verb to be in simple sentences.

Unit 1 Student Learning Objectives

- Introducing self and others
- Identifying someone by name
- Describing character traits with one-word adjectives
- Narrating dialogue
- Interpreting a simple biography

Unit 1 Assessments

Formative Assessments

- Classwork
- Story-asking Unit 1
- Up/Down Listening Assessment
- Te presento.....(worksheet)
- Me llamo Ronaldo Reading
- ClipChat: Wildebeest

Summative Assessments

- None (students have no real functional language ability after four days in a language class).

Alternative Assessment:

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

Use of Technology:

- Youtube, Duolingo, Google Classroom
- Computer, whiteboard/ smartboard

Unit 1 Sample Instructional Activities

- Icebreakers (getting to know you) with conversation questions and answers
- Dialogue/role-play making introductions or at a fiesta
- Oral and written descriptions of people, ¿Adivina Quién es? La persona misteriosa
- Presentations and questions
- Somos Unit 1 Curriculum activities

Supplemental Materials/References/Links

- Los pollitos dicen (Song) by Jose Gonzalez & Banda Criolla
- Wildebeest Video (<https://www.youtube.com/watch?v+JMjXvsCLu6s>)
- Youtube videos (personal information, ser, etc.)

Unit 2 Overview: ¿Qué te gusta?

Unit 2 Summary: (SOMOS 1) ¿Qué te gusta?

Essential Questions:

- How do I express my likes and dislikes to others?

Knowledge:

- Me gusta, te gusta with questions, gusta/gustan

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.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- reading, writing, listening, speaking

Performance Expectations

- I can interpret sentences and questions that contain new vocabulary words.
- I can express my likes and dislikes about familiar activities and objects.

Unit 2 Student Learning Objectives

- The students will ask and answer questions about likes and dislikes of everyday words and activities.
- The students will interpret sentences about likes and dislikes.
- The students will create an alphabet poster displaying their likes for each letter.
- The students will listen and interpret a video about likes and dislikes of another person.

Unit 2 Assessments

Formative Assessments

- Alphaboxes
- Accuracy of student responses to teacher questions in Spanish about likes and dislikes
- Worksheet activity for video comprehension

Summative Assessments

- Presentational writing
- Interpretive listening

Alternative Assessment:

Rubric evaluation of project

Use of Technology:

- Computer, Youtube, whiteboard/ smartboard

Unit 2 Sample Instructional Activities

- Somos Curriculum ¿Qué te gusta? activities
- Youtube video listening activity of likes/dislikes of another person with comprehension worksheet to check understanding
- Interpersonal student interviews asking and answering about likes/dislikes
- Teacher asks students about likes/dislikes
- Find someone who? activity
- Papa caliente

Supplemental Materials/References/Links

- Youtube video (Las cosas que me gustan) <https://www.youtube.com/watch?v=YG3Sx1bvoKE>
- Youtube video (Las cosas que nos gustan) <https://www.youtube.com/watch?v=oOBv5DUJi0Q&t=108s>
- Youtube video (Me gustas tu- edited) <https://www.youtube.com/watch?v=fGsQaqViiwU>

Unit 3 Overview: ¿Qué hay?

Unit 3 Summary: (SOMOS 1) ¿Qué hay?

Essential Questions:

How can I talk about what there is in my everyday surroundings?

Knowledge:

- ¿Qué hay en la casa?, ¿Qué hay en el refrigerador? Review of numbers, food, etc.

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.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.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.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Interdisciplinary Connections:

- ELA- reading, listening, speaking

Performance Expectations

- I can interpret sentences and questions that contain new vocabulary words.
- I can state what items are in front of me.

Unit 3 Student Learning Objectives

- The students will listen and interpret the word hay in context
- The students will describe what things are in the house/ the refrigerator.
- The students will describe how many objects they see in their surroundings.

Unit 3 Assessments

Formative Assessments

- Students responses to teacher questions
- Bingo game and comprehension of statements based on correctly selected pictures

Summative Assessments

¿Qué hay en el aula? worksheet

Alternative Assessment:

Use of Technology:

- Computer, Youtube, whiteboard/ smartboard

Unit 3 Sample Instructional Activities

- Ask and answer ¿qué hay en el aula? Ask about the quantity of items around you.
- ¿Qué hay en la casa? or ¿Qué hay en el refrigerador? Bingo (Teacher pay Teachers)
- Hay videos on youtube.
- Somos curriculum “Hay” activities

Supplemental Materials/References/Links

- TPT ¿Qué hay en la casa? Or ¿Que hay en el refrigerador?
- Youtube videos (Que hay en la sala de clases) <https://www.youtube.com/watch?v=vObjkG38Two>

Unit 4 Overview: ¿Qué llevas?

Unit 4 Summary: (SOMOS 1- COLORES) ¿Qué llevas?

Essential Questions:

- How can I talk about what I'm wearing with others?

Knowledge:

- Colores, the verb llevar, ropa (camisa, pantalones, zapatos, etc), ¿Cuánto cuesta(n)?

New Jersey Student Learning Standards

New Jersey Student Learning Standards: Science

- 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.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.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing

Interdisciplinary Connections:

- ELA- reading, writing, listening, speaking
- Interpersonal skills- shopping in a store

Performance Expectations

- I can interpret sentences and questions that contain new vocabulary words.
- I can understand a story in Spanish and respond to a variety of questions related to the story with 1+ word answers and /or physical responses.
- I can understand a repetitive, present tense narrative in Spanish.

- I can present a role-play about shopping for clothing in a store.

Unit 4 Student Learning Objectives

- The students will interpret an informational text.
- The students will describe familiar clothing.
- The students will role-play shopping in a clothing store using key unit vocabulary.

Unit 4 Assessments

Formative Assessments

- Teacher observation of student answers to ropa and colores

Summative Assessments

- Collect and assess Felipe reading

Alternative Assessment:

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

Use of Technology:

- Computer, Youtube, whiteboard/ smartboard

Unit 4 Sample Instructional Activities

- Somos Curriculum Colores activities
- Teacher describes and asks about what students are wearing.
- Colors songs
- Clothing gallery walk match (TPT)
- Role-play of buying in a store (¿Cuánto cuesta?)

Supplemental Materials/References/Links

- Teachers pay Teachers- la ropa gallery walk
- Clothing songs
- Teacher created a dialogue about shopping in a store.

Unit 5 Overview: Corre - El encierro de toros

Unit 5 Summary: (SOMOS 1 Unit 2) “Corre - El encierro de toros”

Essential Questions:

1. Do I enjoy participating in events or observing events?
2. In which events do I enjoy?
3. Why might I choose to participate in a dangerous activity?

Knowledge:

- El encierro de toros (Spain)
- Regular Present verb conjugation -ar -er-ir
- Camina hacia, corre, ve

New Jersey Student Learning Standards

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.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Interdisciplinary Connections:

- ELA- writing, reading, speaking, listening
- Geography- Spain
- Music- grammar songs, Corre Corre Corazón

Performance Expectations

- I can talk about motion: how myself or someone else goes from one place to another.
- I can communicate about the things that I see.
- I can evaluate an activity and express an opinion (it is/ isn't a good idea)
- I can consider two sides to an argument
- I can conjugate -ar, -er, -ir.

Unit 5 Student Learning Objectives

- Narrating and retelling a story
- Sequencing events in chronological order
- Interpreting an informational text
- Describing an event
- Using -ar, -er, -ir verbs

Unit 5 Assessments**Formative Assessments**

- PQA (Personalized Question/ Answer)
- Unit 2: Storyasking
- Unit 2: Up/ down Listening Assessment
- Cooperative Mural
- Simultaneous Presentations
- ClipChat; El mejor de la clase
- El mejor de la clase Independent Reading
- Gallery Walk: Run/ Walks in Different Cultures
- El encierro de toros
- Reading/ Summary
- Beep! Activity
- I Blanked Activity
- Venn Diagram

Summative Assessments

- Unit 2 Reading Assessment
- Unit 2 Writing Assessment
- Unit 2 Listening Assessment
- Conjugation test of regular present tense verbs (teacher created)

Alternative Assessment:

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

Use of Technology:

- Youtube, whiteboard/ smart board

Unit 5 Sample Instructional Activities

- Small debate/defense of opinion of Running of the Bulls
- Unit 2 Somos Curriculum (eliminate Carrera de San Silvestre)
- Regular present tense verb conjugation activities: flashcards, papa caliente, bingo, etc.

Supplemental Materials/References/Links

- Song: Corre Corre corazon Artist: Agapronis
- Video: El mejor de la clase (https://www.youtube.com/watch?v=i6_oau2nmTY)
- Video: Primer Encierro San Fermin Pamplona dia 7 de julio 2014 Gracias a TVE (<http://www.youtube.com/watch?v=I1YHQJbWrO4>)
- Youtube videos

Unit 6 Overview: La cumbia

Unit 6 Summary: (SOMOS 1 Unit 2.5) La cumbia

Essential Questions:

- What cultures are present in Latin America?
- How does cumbia reflect the cultures of Latin America?

Knowledge:

- Cumbia (Colombia)
- Cultural diversity of Latin America
- No puede, hay, va, a
- Verb IR with locations/actions (ir+ a)
- Introduction to verb poder with puede caminar, correr, bailar...

New Jersey Student Learning Standards

New Jersey Student Learning Standards: Science

- 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- reading, writing, listening, speaking
- Geography- Colombia
- Dance/ Music

Performance Expectations

- I can interpret sentences and questions that contain new vocabulary words.
- I can understand a story in Spanish and respond to a variety of questions related to the story with 1+ word answers and /or physical responses.

- I can recall a familiar story in Spanish.
- I can understand a repetitive, present tense narrative in Spanish.
- I can retell a familiar story.
- I can describe how Cumbia is an example of the cultural diversity in Latin America.
- I can recognize a familiar story in an authentic resource.
- I can use va and puede in context.
- I can present about a Spanish country and its music.

Unit 6 Student Learning Objectives

- The students will identify and describe a problem.
- The students will describe a setting.
- The students will narrate and retell a story.
- The students will interpret song lyrics.
- The students will interpret an informational text.
- The students will describe the characteristics of a place.
- The students will use puede and va in context.
- The students will present about a Spanish country and music associated with it

Unit 6 Assessments

Formative Assessments

- Arcoiris Game
- Story-asking: Unit 2.5 (No puedes pasar)
- Alphaboxes
- Write and Discuss
- Pencil Grab
- Matamoscas Game
- Volleyball Reading

Summative Assessments

- Presentational writing
- Interpretive reading
- Interpretive reading

Alternative Assessment:

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

Use of Technology:

- Computer, Youtube, whiteboard/ smartboard

Unit 6 Sample Instructional Activities

- Somos Unit 2.5 Curriculum activities (excluding Ellie y su caballito de palo activities)
- Activities with the verb “ir” (to go)
- Activities with puede and va with verbs (pasar, bailar, cantar, correr, etc)
- Activities and student presentations on different countries and dances/music

Supplemental Materials/References/Links

- Video: Why Shakira loves this African beat: (<https://www.youtube.com/watch?v=55mpzrRHmFA>)
- Song: Caballito Artist: Carlos Vives

Unit 7 Overview: Herencia Hispana

Unit 7 Summary: Herencia Hispana (Teacher materials)

Essential Questions:

- What cultural traditions and practices make up Hispanic Heritage?

Knowledge:

- Christmas (Navidad)
- Day of the dead (Dia de Muertos)
- Hispanic Month (Mes de la Herencia Hispana)
- 5 de Mayo

New Jersey Student Learning Standards

New Jersey Student Learning Standards: Science

- 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- reading, writing, listening, speaking
- Geography- All Hispanic countries location
- Dance/ Music
- History

Performance Expectations

- I can understand Spanish holidays.
- I can ask and answer simple questions.
- I can identify traditions of different Spanish speaking countries.

- I can recognize a familiar story in an authentic resource.
- I can present about a Spanish country and its music.

Unit 7 Student Learning Objectives

- The students will identify and describe a holiday.
- The students will interpret an informational text.
- The students will describe the cultural characteristics.
- The students will present about a Spanish country and music associated with it

Unit 7 Assessments

Formative Assessments

- Christmas carols
- Make an altar for Dia de muertos
- Dance lessons
- Write and Discuss
- Video of Dia de muertos
- Matamoscas Game
- Short movie clips

Summative Assessments

- Presentational writing
- Interpretive reading
- Oral presentations with posters.
- Worksheet on vocabulary.

Alternative Assessment:

Use of Technology:


- Computer, Youtube, whiteboard/ smartboard, Google Classroom, Duolingo App.

Unit 6 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 Belen with words. Students sing the chorus with maracas, etc.
- Compare/contrast Christmas traditions in Latin America and United States.

Supplemental Materials/References/Links

- Youtube videos  Día de los Muertos (Day of the Dead) music video for kids
- Movie: Coco (20 min segment)
- Songs
- Youtube video song: Noche de paz.

