Estell Manor
School District

World Language Curriculum
Grade 6

Standard Alignment June 2020
EMS BOE Approved November 2022

Introduction

The Estell Manor School District is dedicated to educational excellence for each and every child. In partnership with parents and the community, the schools will maximize academic and artistic achievement, and develop confident students who are accountable for their ongoing learning, who value initiative and diversity, who achieve the requirements of the NJ Student Learning Standards at all grade levels and who are able to contribute meaningfully to the ever-changing global society.

The philosophy and vision of the World Languages curriculum is to expose each student to the joy of understanding the language and culture of other communities. Students will acquire sufficient vocabulary and knowledge of linguistic structures to enable them to communicate with others in an oral and written manner. In addition, students will increase the development of their native language since the acquisition of a second language at an early age contributes to and promotes listening, speaking, reading, and writing skills in general.

The Estell Manor School District is committed to seeing that all students develop the necessary skills to support this vision. After completing a strong series of language study, students will be able to:

- Learn new vocabulary framed in contextual thematic units
- Use circumlocution to express meaning when they lack vocabulary terms for new ideas
- Move progressively from acquiring very simple structures of subject and verb to acquiring richer expressions by using adjectives, adverbs, and complements
- Use background knowledge to build second language fluency by considering themes and topics already seen in their basic classes (mathematics, science, social studies, and language arts)
- Write and perform stories and mini-plays in the target language
- Learn the culture and traditions of the native speakers' countries at the same time that they are learning the language
- Read age-appropriate authentic, original material written by natives for natives, as well as familiar texts translated from English
- Become better citizens by developing a global concept of the world, respecting cultural differences, and fostering acceptance of peoples from other cultures.

Philosophy

The advent of technology has made our planet a small, interdependent community in which it now takes only seconds to communicate with others around the world. Along with the immediate access to far off places comes the necessity to engage in meaningful dialog with speakers of many languages. It is our belief that the children will be well served by the acquisition of a second or third language. Children who study a second language learn that different cultures exist with legitimate realities that shape who they are, how they live, what they do and why. In addition to the ability to effectively communicate with others around the world, the study of a world language will help children to become flexible thinkers, creative problem-solvers, and human beings who have a better appreciation and understanding of cultural differences and similarities that enrich society.

Studies of the brain, and the research of linguists and educators, show that the study of a second language enables children to better understand and utilize their own language. In addition, second language acquisition enhances one's ability to see connections between the various disciplines by incorporating mathematics, language arts literacy, social studies, science, visual and performing arts, and health and physical education into the language classroom. Research further indicates that when language acquisition begins before age eight and continues through the school years, native-like proficiency is attainable (Genesse, 1987, Lipton, 1992, Met, Anderson, Brega, and Rhodes 1983). Therefore, it is our belief as world language educators that the study of a second language should begin as early as kindergarten.

The curriculum is designed to reinforce the skills of listening, speaking, reading, and writing presented in a developmentally appropriate manner. The units of study and the activities included are designed to provide a stimulating and enjoyable experience in the target language. The units taught follow the natural way in which children acquire their first language through imitation, repetition, and a multi-sensory approach to learning patterns of speech. Learning a second language taps the child's natural developmental ability to imitate native speakers and to enjoy a sense of accomplishment that comes from learning.

Estell Manor School District
Grade 6
World Language Pacing Guide

Unit 1: All About Me	Approximately 6-8 days
Unit 2: My School and Community	Approximately 6-8 days
Unit 3: My World	Approximately 6-8 days
Unit 4: Let's Celebrate	Approximately 6-8 days

Core Materials:
Foreign Language 4 Kids (FL4K)

Standard: 7.1 World Languages-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.

Unit 1 will address the following 21st Century Life and Careers skills:				
21st Century Themes			**Career Ready Practices**	
9.1	**Personal Financial Literacy**			CRP1.Act as a responsible and contributing citizen and employee.
	Income and Careers		√	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3.Attend to personal health and financial well-being.
	Credit and Debt Management		√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.

	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	**Career Awareness, Exploration, and Preparation**			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		√	CRP11. Use technology to enhance productivity.
	Career Preparation			CRP12. Work productively in teams while using cultural global competence.

Technology

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

8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Strand(s) - A:Interpretive Mode,B:Interpersonal Mode,
C: Presentational Mode,

Cumulative Progress Indicator(s) (CPI)	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.5	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Unit 1: All About Me	**Duration:** 6-8 days
Grade Level/Proficiency Level: 6th Grade/Novice-Mid	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
	Interdisciplinary Skills
W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
	Technology
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
	21st Century Life and Career
CRP2.	Apply appropriate academic and technical skills.
CRP4.	Communicate clearly and effectively and with reason
CRP11.	Use technology to enhance productivity.

Essential Understandings	**Essential Questions**

Students will understand that... ● Learning a different language/culture leads to greater understanding of one's own language and culture. ● Language learning involves acquiring strategies to fill gaps in communication.	● How will learning another language broaden my horizons and be useful in other aspects of my life? ● How can I appropriately address people I meet? ● What can I tell you about myself and how do I inquire about you?
Evidence of Student Learning	
Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*	**Other Assessments**

● Pen pal Emails
  ○ Students will work through a writing process to finalize a letter on a specific topic to a classmate in another Spanish class.
● Situational Skits
  ○ Students will work in small groups to create dialogue for situations presented to them by the teacher or their peers.
● Guess Who?
  ○ Based on a predetermined list of well-known characters, students will work to create a descriptive paragraph about their chosen person which they will present to their classmates. The other students will demonstrate their listening comprehension
	Formative Assessments
	● Role Play/Skits
	● Teacher Observations
	● Do-Now
	● Thumbs up/down
	● Group/Pair activities
	● Entry/Exit Tickets
	● Discussions
	
	Summative Assessments
	● Projects
	● Tests/Quizzes
	● Essays
	● Oral Presentations
	● Benchmark
	Benchmark Assessment

and vocabulary knowledge by correctly identifying the character being described. ● Autobiography ○ Students will research and work through a writing process to finalize an essay about themselves and their future plans. ● Hispanic-American Presentations ○ Students will research and create presentations about a notable Hispanic-American. They should focus on important life events and their influence on our nation/world.	● Oral Proficiency Test **Alternative Assessments** ● Student Notebook Check with Scoring Rubric ● Teacher Observation Checklist to assess student participation and accurate performance or understanding of skills ● Student Created Project with Teacher Scoring Rubric ● Conference Anecdotal Notes ● Group Work/Class Discussion Rubric
Knowledge and Skills	
Content	**Skills**
Topics Covered... ● Self/Autobiographical event ○ Ser vs. Estar ○ Present Tense of verb *ser* ○ 'De'-to say where you are from ○ Future Plans ○ Influential People ● Sports/Hobbies ○ Definite/Indefinite Articles ○ Gustar + Infinitives ○ Comparatives (mas que, menos que) ○ Compare/Contrast with L. American ○ Instructions of a game	*Students will be able to …* ● Demonstrate proficiency in written and oral forms with respect to proper pronunciations, intonation, and writing mechanics. ● Demonstrate proficiency in listening and reading comprehension. ● Write short narratives about familiar topics and experiences. ● Ask questions and provide responses on familiar topics. ● Compare and contrast aspects of their lives with those of Latin American children. ● Express likes, dislikes, and needs

● Letter/Email and Instant Messaging writing forms ● Characteristics of Friendships ● Professions and Business ○ Noun/Adjective Agreement	● Participate in culturally-authentic simulations
Instructional Plan	
Suggested Activities	**Resources**
Read and discuss biographies/autobiographies about notable Hispanic-Americans	SMART Board, Chromebooks, Google Applications
Listen to authentic material in target language to demonstrate comprehension of physical characteristics	SMART Board, Podcasts, Youtube
Use authentic material to learn about target culture and then compare/contrast to their own	SMART Board, Chromebooks, Youtube, Countries Around the World videos, Conoce a… Videos
Read and interpret culturally authentic texts/instant messages to infer the meaning of a conversation and unfamiliar written words in target language	SMART Board, Teacher generated resources in target language
Exchange information through email with a pen pal in another Spanish class	Chromebooks, Google Applications
Act out scenes from a Reader's Theater	Reader's Theater, Aesop's Un-Classic Fables in Spanish, Props
Write in target language about their favorite sport and how to it is played	Chromebooks, Google Applications
Create skits about known topics	Chromebooks, Google Applications, Props
Create and present an autobiography	Chromebooks, WeVideo, Google Applications
Write short descriptions about a character from a predetermined list for a class game of "Guess Who."	Chromebooks, Google Applications
Literature	

- Aesop's Un-Classic Fables in Spanish by Paula Camardella Twomey
- Un-Classic Greek Myths in Spanish by Paula Camardella Twomey
- 101 Skits by Paula Camardella Twomey

Websites

www.kahoot.com	www.quizlet.co,
www.youtube.com	

Modifications

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment*

Suggested Options for Differentiation

English Language Learners

- TPR
- Flexible/Cooperative Grouping
- Graphic Organizers
- Alternative Assessments

● Flashcards ● Modified Instructions/Assessments/Assignments ● Teacher Tutoring
Basic Skills/Economically Disadvantaged ● Alternative Assessments ● Modified Instructions/Assessments/Assignments ● Graphic Organizers ● Teacher/Peer Tutoring
Gifted and Talented ● Alternative Assessments/Assignments ● Rubrics
Special Education ● Follow all IEP modifications/504 plan ● One on one instruction ● Provide differentiated instruction as needed ● Adaptive devices

Unit 1 will address the following 21st Century Life and Careers skills:				
21st Century Themes			**Career Ready Practices**	
9.1	**Personal Financial Literacy**			CRP1.Act as a responsible and contributing citizen and employee.
	Income and Careers		√	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3.Attend to personal health and financial well-being.
	Credit and Debt Management		√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	**Career Awareness, Exploration, and Preparation**			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		√	CRP11. Use technology to enhance productivity.
	Career Preparation			CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Strand(s) - A:Interpretive Mode,B:Interpersonal Mode,
C: Presentational Mode,

Cumulative Progress Indicator(s) (CPI)	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.5	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Unit 2: My School and Community	**Duration:** 6-8 days
Grade Level/Proficiency Level: 6th Grade/Novice-Mid	
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing
	Interdisciplinary Skills
W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
	Technology
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
	21st Century Life and Career
CRP2.	Apply appropriate academic and technical skills.
CRP4.	Communicate clearly and effectively and with reason
CRP11.	Use technology to enhance productivity.

Essential Understandings	**Essential Questions**

Students will understand that... ● Learning a different language/culture leads to greater understanding of one's own language and culture. ● Language learning involves acquiring strategies to fill communication gaps. ● Cultural perspectives are gained by using the language and through experience with its products and practices.	● What can I already communicate in my new language? ● How is my school day same/different than the school day of a students from a Spanish speaking country? ● How can I become a more effective reader, writer, speaker, and listener in a language other than English?
Evidence of Student Learning	
Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*	**Other Assessments**
● Pen Pal Emails ○ Students will work through a writing process to finalize a letter on a specific topic to a classmate in another Spanish class. ● Charadas ○ Students will review verb vocabulary through a game of Charades. ● Builders and Dreamers of Tomorrow ○ Students will work individually or with a partner to create a written and visual representation of their Dream School based on their needs and interests. ● My School Day Journal ○ Students will keep a journal for a week detailing their school day using the target	**Formative Assessments** ● Teacher Observation ● Question and Answer ● Conferencing ● Role Play/Skits ● Teacher Observations ● Do-Now ● Thumbs up/down ● Group/Pair activities **Summative Assessments** ● Projects ● Tests/Quizzes ● Essays ● Oral Presentations ● Benchmark

language and then create a presentation highlighting their basic routines and special events encountered. ● Situational Skits ○ Students will work in small groups to create dialogue for situations presented to them by the teacher or their peers.	**Benchmark Assessment** ● Oral Proficiency Test **Alternative Assessments** ● Questions Starters ● Student Notebook Check with Scoring Rubric ● Teacher Observation Checklist to assess student participation and accurate performance or understanding of skills ● Student Created Project with Teacher Scoring Rubric ● Conference Anecdotal Notes ● Group Work Rubric
Knowledge and Skills	
Content	**Skills**
Topics Covered... ● Greetings ○ Noun/Adjective Agreement ○ Present Tense: ser ○ Gustar and nouns ○ Direct object pronouns ● Classroom Experiences ○ Definite/Indefinite Articles ○ Possession ■ Possessive Adjectives ■ De-to show possession ○ Present Tense: estar (location, emotions)	*Students will be able to …* ● Demonstrate proficiency in written and oral forms with respect to proper pronunciations, intonation, and writing mechanics. ● Demonstrate proficiency in listening and reading comprehension of authentic material in the target language. ● Write short narratives about familiar topics and experiences. ● Ask questions and provide responses on familiar topics.

● School Schedule/Routines ○ Present Tense ■ -ar, -er, -ir verbs ■ Tener and Tener+que ■ Ir and ir+a	● Compare and contrast aspects of their lives with those of Latin American children.
Instructional Plan	
Suggested Activities	**Resources**
Create actions to represent the Present Tense -ar verbs being learned	SMART Board, Flashcards
Develop and write journal entries to describe a normal school day in school using school vocabulary, noun/adjective agreement, gustar, and present tense –ar verbs.	Chromebooks, Google Applications
Create the ideal 21st century school based on the student's needs and interests	SMART Board, Chromebooks, Google Applications, Art and Craft Materials
Use authentic materials to learn about a typical school day/schedule in the target culture and then compare/contrast to their own	SMART Board, Chromebooks, Youtube, Countries Around the World videos, Conoce a… Videos
Listen to and read authentic material in target language to demonstrate comprehension of school supplies and subjects	SMART Board, Podcasts, Youtube
Read and interpret culturally authentic texts/instant messages to infer the meaning of a conversation and unfamiliar written words in target language	SMART Board, Teacher generated resources in target language
Exchange information through email with a pen pal in another Spanish class about their typical school day	Chromebooks, Google Applications
Act out scenes from a Reader's Theater	Reader's Theater, Aesop's Un-Classic Fables in Spanish, Props

Create skits about known topics	Chromebooks, Google Applications, Props
Literature	
● Aesop's Un-Classic Fables in Spanish by Paula Camardella Twomey ● Un-Classic Greek Myths in Spanish by Paula Camardella Twomey ● 101 Skits by Paula Camardella Twomey	
Websites	
www.kahoot.com	www.quizlet.com
www.youtube.com	
Modifications **Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*)** reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. **English Language learners:** *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.* **Students at Risk of Failure:** *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.* **Gifted Students:** *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment*	
Suggested Options for Differentiation	
English Language Learners ● Adapt assignments to reflect proficiency ● TPR	

● Cooperative learning groups ● Graphic Organizers ● Pre-teach new vocabulary
Basic Skills/Economically Disadvantaged ● Alternative Assessments ● Modified Instructions/Assessments/Assignments ● Graphic Organizers ● Teacher/Peer Tutoring
Gifted and Talented ● Alternative Assessments/Assignments ● Rubrics ● Project based learning tasks ● Higher order vocabulary ● Presentations and Speeches using the target language
Special Education ● Follow all IEP modifications/504 plan ● Provide differentiated instruction as needed ● Make use of visual aids ● Focus on main objectives

Unit 3 will address the following 21st Century Life and Careers skills:				
21st Century Themes			**Career Ready Practices**	
9.1	**Personal Financial Literacy**			CRP1.Act as a responsible and contributing citizen and employee.
	Income and Careers		√	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3.Attend to personal health and financial well-being.
	Credit and Debt Management		√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	**Career Awareness, Exploration, and Preparation**			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		√	CRP11. Use technology to enhance productivity.
	Career Preparation			CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Strand(s) - A:Interpretive Mode,B:Interpersonal Mode,
C: Presentational Mode,

Cumulative Progress Indicator(s) (CPI)	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
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7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.5	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing

Unit 3: My World	**Duration:** 6-8 days
Grade Level/Proficiency Level: 6th Grade/Novice-Mid	
Primary Interdisciplinary connections: Social Studies, Culture, Art, Drama, ELA, Technology	
Standard: 7.1 World Languages-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.	

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing
	Interdisciplinary Skills
W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
	Technology
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
	21st Century Life and Career

CRP2.	Apply appropriate academic and technical skills.
CRP4.	Communicate clearly and effectively and with reason
CRP11.	Use technology to enhance productivity.

Essential Understandings	**Essential Questions**
Students will understand that... ● Learning a different language/culture leads to greater understanding of one's own language and culture. ● Language learning involves acquiring strategies to fill communication gaps. ● Cultural perspectives are gained by using the language and through experience with its products and practices.	● How can I become a more effective reader, writer, speaker and listener in languages other than English? ● How does the language I'm studying help me to better understand my native language? ● What can I already communicate in my new language?

Evidence of Student Learning	
Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*	**Other Assessments**

● Pen Pal Emails
  ○ Students will work through a writing process to finalize a letter on a specific topic to a classmate in another Spanish class.
● Situational Skits
  ○ Students will work in small groups to create dialogue for situations presented to them by the teacher or their peers.
	Formative Assessments
	● Charades
	● Exit slip
	● Think, pair, share
	● Do-Now
	● Thumbs up/down
	Summative Assessments
	● Projects
	● Tests/Quizzes

● ¿A dónde vas? ○ Student will have to figure out where their partners are going on a map (country/community) based on descriptions and instructions given in the target language. ● Vamos a ir de compras... ○ Students will be given a budget and will have to “go shopping” for ingredients to cook an authentic cultural meal. They will have to describe their ingredients and discuss their spending. ○ Students will be given a budget and will have to go ‘beginning of school’ shopping. They will have to describe their purchases and discuss their spending. ● La Moda del Futuro ○ Students will create individual outfits for the Future. They will make advertisements in target language to try to get their classmates to “buy” their pieces.	● Essays ● Oral Presentations ● Benchmark **Benchmark Assessment** ● Oral Proficiency Test **Alternative Assessments** ● Quick writes ● Group Work Rubric ● Student Created Project with Teacher Scoring Rubric ● Conference Anecdotal Notes ● Class Discussion Rubric ● Group Work/Class Discussion Rubric ● Group Work/Class Discussion Rubric

Knowledge and Skills	
Content	**Skills**
Topics Covered... ● Community ○ Prepositions ○ Tener expressions	*Students will be able to …* ● Demonstrate proficiency in written and oral forms with respect to proper pronunciations, intonation, and writing mechanics.

○ Stem changing verbs: e to ie ● Clothing/Currency ○ Noun/Adjective agreement ○ Gustar ● Food Around the World ○ Interrogatives (answering questions) ○ Gustar with nouns ○ Gustar+infinitive ○ Present Tense: -er, -ir verbs ○ Hacer	● Demonstrate proficiency in listening and reading comprehension. ● Write short narratives about familiar topics and experiences. ● Ask questions and provide responses on familiar topics. ● Compare and contrast aspects of their lives with those of Latin American children. ● Express likes, dislikes, and needs ● Participate in culturally-authentic simulations

Instructional Plan

Suggested Activities	**Resources**
Research, identify, calculate the exchange rate of the currency used in some areas in the target culture	Chromebooks
Identify and describe clothing from target culture.	Chromebooks, Google Applications, Props
Develop and perform interviews of classmates to discuss clothing and food preferences.	Chromebooks, Google Applications
Design a map of a community using directional vocabulary, building vocabulary, and adjectives.	SMART Board, Chromebooks, Google Applications, Art and Craft Materials
Research the different types of homes and buildings found in Latin American communities.	Chromebooks
Use authentic materials to learn about clothing from the target culture and then compare/contrast to their own.	SMART Board, Chromebooks, Youtube, Countries Around the World videos, Conoce a… Videos
Listen to and read authentic material in target language to demonstrate comprehension of locations in a community, outfit choices, sales interaction.	SMART Board, Podcasts, Youtube

Read and interpret culturally authentic texts/instant messages to infer the meaning of a conversation and unfamiliar written words in target language	SMART Board, Teacher generated resources in target language
Research and identify different foods eaten in target culture and compare/contrast to their own.	Chromebooks, Google Applications
Exchange information through email with a pen pal in another Spanish class about their new wardrobe purchase, trip around town and food preferences.	Chromebooks, Google Applications
Describe preferences regarding different foods.	SMART Board, Chromebooks, Google Applications
Listen to and read authentic material in target language to demonstrate comprehension of food and menu descriptions.	SMART Board, Podcasts, Youtube
Create an authentic Spanish market to interact and converse with classmates in the target language to buy and sell items using euros.	SMART Board, Chromebooks, Google Applications, Art and Craft Materials, Props
Create advertisements in target language for student created futuristic clothing items.	SMART Board, Chromebooks, Google Applications, Art and Craft Materials
Act out scenes from a Reader's Theater	Reader's Theater, Aesop's Un-Classic Fables in Spanish, Props
Create skits about known topics	Chromebooks, Google Applications, Props
Literature	
● Aesop's Un-Classic Fables in Spanish by Paula Camardella Twomey ● Un-Classic Greek Myths in Spanish by Paula Camardella Twomey ● 101 Skits by Paula Camardella Twomey	
Websites	
www.kahoot.com	www.quizlet.com
www.youtube.com	www.choosemyplate.gov/en-espanol.html

www.spanishfood.about.com	

Modifications

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment*

Suggested Options for Differentiation

English Language Learners

- Tiering
- TPR
- cooperative learning
- Graphic Organizers
- Alternative Assessments
- Flashcards

Basic Skills/Economically Disadvantaged

- Alternative Assessments
- Modified Instructions/Assessments/Assignments
- Graphic Organizers
- Teacher/Peer Tutoring

Gifted and Talented

- Allow students to work ahead

● Give higher level vocabulary ● Have students attempt to write story or poem in target language
Special Education ● Follow all IEP modifications/504 plan ● Provide differentiated instruction as needed ● Seat near teacher for lessons ● Make use of teaching posters, chart and visuals

Unit 4 will address the following 21st Century Life and Careers skills:				
21st Century Themes			**Career Ready Practices**	
9.1	**Personal Financial Literacy**			CRP1.Act as a responsible and contributing citizen and employee.
	Income and Careers		√	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3.Attend to personal health and financial well-being.
	Credit and Debt Management		√	CRP4. Communicate clearly and effectively and with reason.

	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	**Career Awareness, Exploration, and Preparation**			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		√	CRP11. Use technology to enhance productivity.
	Career Preparation			CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Strand(s) - A:Interpretive Mode,B:Interpersonal Mode,
C: Presentational Mode,

Cumulative Progress Indicator(s) (CPI)	
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.5	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Unit 4: Let's Celebrate	**Duration:** 6-8 days
Grade Level/Proficiency Level: 6th Grade/Novice-Mid	
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
	Interdisciplinary Skills
W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
	Technology

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
	21st Century Life and Career
CRP2.	Apply appropriate academic and technical skills.
CRP4.	Communicate clearly and effectively and with reason
CRP11.	Use technology to enhance productivity.

Essential Understandings	**Essential Questions**
Students will understand that... ● Learning a different language/culture leads to greater understanding of one's own language and culture. ● Language learning involves acquiring strategies to fill communication gaps. ● History and traditions determine how people celebrate holidays and special events	● Do celebrations reflect or shape culture? Why? ● How do Latin American and North American celebrations differ? What do they have in common? ● What can we learn about the people and their cultural perspectives by examining the holidays and festivities?
Evidence of Student Learning	
Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*	**Other Assessments**
● Pen Pal Emails ○ Students will work through a writing process to finalize a letter on a specific topic to a classmate in another Spanish class. ● Situational Skits	● Pantomime word spoken in target language ● Exit slip ● Do-Now ● Wipe off board quick checks ● Think,Pair, Share

○ Students will work in small groups to create dialogue for situations presented to them by the teacher or their peers. ● Simón Dice… ○ Students will play a game of Simon Says that focuses on the expressions of ‘deber.’ ● Passport to 5 minute Travels ○ Students will be assigned a country that they will introduce to their classmates in a 5 minute presentation. Students will keep a ‘passport’ where they will get a stamp (sticker) and have to write 2 interesting facts they learned about the country. ● You’re Invited ○ Students will organize and plan a digital celebration from a Spanish-speaking country. They will detail the pre-festivity plans, such as chores, to food and decorations needed. They will also create a mock invitation detailing the party information.	● Discussions **Summative Assessments** ● Tests ● Quizzes ● Summaries ● Presentations **Benchmark Assessment** ● Oral Proficiency Test **Alternative Assessments** ● Self assessment survey ● Observation Checklist t ● Student Created Project with Teacher Scoring Rubric ● Conference Anecdotal Notes ● Group Work/Class Discussion Rubric
Knowledge and Skills	
Content	**Skills**
Topics Covered... ● Culture/Holidays ○ Ver	*Students will be able to …* ● Demonstrate proficiency in written and oral forms with respect to proper pronunciations, intonation, and writing mechanics.

○ Ir+a+infinitive ○ Stem Changing Verbs ■ O to ue ■ E to i ○ -Er and -ir verbs ○ Tener expressions ○ Direct Object Pronouns ○ Chores ■ Deber	● Demonstrate proficiency in listening and reading comprehension of authentic material in the target language. ● Write short narratives about familiar topics and experiences. ● Ask questions and provide responses on familiar topics. ● Compare and contrast aspects of their lives with those of Latin American children. ● Research

Instructional Plan

Suggested Activities	**Resources**
Research the different types of celebrations in Spanish-speaking countries.	SMART Board, Chromebooks, Google Applications
Give and follow commands using 'Deber' for helping with preparations.	Flashcards
Identify and describe some cultural practices associated with celebration in Spanish-speaking countries.	SMART Board, Chromebooks, Google Applications
Listen to and read authentic material in target language to demonstrate comprehension of authentic celebrations.	SMART Board, Podcasts, Youtube
Read and interpret culturally authentic texts/instant messages to infer the meaning of a conversation and unfamiliar written words in target language.	SMART Board, Teacher generated resources in target language
Read and interpret news articles about current Hispanic celebrations around the world.	Chromebooks, Google Applications

Organize and plan an authentic digital celebration from a Spanish-speaking country using target vocabulary.	SMART Board, Chromebooks, Google Applications, Art and Craft Materials
Exchange information through email with a pen pal in another Spanish class about their new wardrobe purchase, trip around town and food preferences.	Chromebooks, Google Applications
Act out scenes from a Reader's Theater	Reader's Theater, Aesop's Un-Classic Fables in Spanish, Props
Create skits about known topics	Chromebooks, Google Applications, Props

Literature

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- Un-Classic Greek Myths in Spanish by Paula Camardella Twomey
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Websites

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Suggested Options for Differentiation
English Language Learners ● Visual Aids ● Give notes in advance ● TPR ● Flexible Grouping ● Graphic Organizers ● Flashcards ● Modified Assignments ● modeling
Basic Skills/Economically Disadvantaged ● Alternative Assessments ● Modified Instructions/Assessments/Assignments ● Graphic Organizers ● Teacher/Peer Tutoring
Gifted and Talented ● Alternative Assessments/Assignments ● Rubrics
Special Education ● Follow all IEP modifications/504 plan ● Provide differentiated instruction as needed ● Adaptive devices