

Quinton Township School District
Spanish
6th Grade

[Pacing Guide](#)

Marking Period:	1-2	Unit Title:	Unit 1: Dice	Pacing:	18 days
------------------------	-----	--------------------	--------------	----------------	---------

Unit Summary: Students will learn to talk about themselves and others.

Objectives:

- Students will learn to introduce self and others.
- Students will learn to report what someone else says.
- Students will learn to express disagreement (Wildebeest).
- Students will learn to understand questions.
- Students will learn los pollitos dicen, a traditional children's song.
- Students will learn to retell a familiar story in Spanish.
- Students will learn to understand details in a simple spoken text in Spanish.
- Students will learn to respond to yes/no questions by recalling details from a familiar story.
- Students will learn core vocabulary:
 - los pollitos the little chickies
 - dicen say
 - este es... / esta es... this is
 - una persona a person

- un chico a boy
- una chica a girl
- se llama he/she calls him/herself
- ¿Cómo es? what is she or he like?
- SW learn to effectively use Google applications and other websites to complete assignments.
-

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?

New Jersey Student Learning Standards/Learning Targets:

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
 - 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
 - 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
 - 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
 - 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
-
- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
 - 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
 - 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
 - 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
 - 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Interdisciplinary Connections: SL.PE.6.1

Career Readiness, Life Literacies, and Key Skills: 9.4.8.GCA.1

Computer Science and Design Thinking: 9.4.8.TL.3

Career Education:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
------------------------	----------------------------	------------------------------	---------------------

Key: *Amistad ^Holocaust #Climate Change ()DEI +LGBTQ @AAPI

• Teach “Los pollitos dicen” • Start Este/esta es vignette if time *OR do first Special Person interview!: https://tinyurl.com/estrelladeladia • Campanada targeting words from Los Pollitos • Sing Los pollitos dicen • Lay out base rules for Storyasking • Este/esta es vignette *OR do second Special Persona interview • Reading: este/esta es • Assign personal inventory • Share your own personal inventory responses • Storyasking using DICE script • Famous One-Liners game • MovieTalk: Wildebeest	• Martina Bex Dice Curriculum Overview: https://docs.google.com/document/d/1h6aY0H-e9KKf7YcPttOp4LZQ65n9P_4Jq7l1eTjf3X4/edit • Martina Bex Dice Resorces: https://drive.google.com/drive/folders/1lgMMvqOA7F6n24ZtfoWlrXwN862DG_Ap	• Martina Bex materials included in Somos 1 Unit 01 Lesson Plans ○ Los pollitos dicen ○ Famous One Liners ○ Wildebeest Movie Talk	• Smart Board Applications • Google Forms
---	---	---	--

Assessments

Key: *Amistad ^Holocaust #Climate Change ()DEI +LGBTQ @AAPI

Formative Assessments ● Campanadas ● Student oral response	Summative Assessments ● Oral Conversation Suggested skills to be assessed: <i>Ability to introduce someone or oneself</i>
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments ● Alternative Choice Projects ● Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Utilize wait time effectively. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids during lessons and small-group time. ● Utilize open-ended questioning techniques. ● Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. ● Vary formative assessment styles to drive next point of instruction. ● Create modified assessments. ● Allow students to utilize	● Basic Skills Instruction ● Speech/Language Therapy ● Rosetta Stone ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking teacher/paraprofessional as available. ● Use target words and cognates to understand texts. ● Remind students to underline passages and list words they don't understand. ● Learn/Utilize/Display some words in the students' native language. ● Provide and model sentence frames to help students participate in discussion.	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Provide counseling if necessary to help students cope with challenges. ● Utilize strategic grouping with a positive academic role model.	● Promote self-initiated and self-directed learning for growth through independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

Key: *Amistad ^Holocaust #Climate Change ()DEI +LGBTQ @AAPI

online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Utilize graphic organizers.	
--	---	---	--

Marking Period:	3-4	Unit Title:	Unit 2: El encierro de toros	Pacing:	18 days
------------------------	-----	--------------------	------------------------------	----------------	---------

Unit Summary: Students will learn about the Running of the Bulls in Pamplona, Spain. ()

Objectives:

- SW learn to talk about motion: how oneself or someone else goes from one place to another (walking or running).
- SW learn to communicate about the things that he/she sees.
- SW learn to evaluate an activity and express an opinion (it is/isn't a good idea).
- SW learn to consider two sides to an argument.
- SW learn core vocabulary:

- camina hacia walks toward
- corre runs
- ve sees
- SW learn to effectively use Google applications and other websites to complete assignments.

Essential Questions:

- Why might I choose to participate in a dangerous activity? ()
- Do I enjoy participating in events or observing events?

New Jersey Student Learning Standards/Learning Targets:

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
 - 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
 - 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
 - 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
-
- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
 - 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
 - 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
 - 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
 - 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
 - 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Interdisciplinary Connections: SL.PE.6.1

Career Readiness, Life Literacies, and Key Skills: 9.4.8.GCA.1

Computer Science and Design Thinking: 9.4.8.TL.3

Career Education:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
------------------------	----------------------------	------------------------------	---------------------

Key: *Amistad ^Holocaust #Climate Change ()DEI +LGBTQ @AAPI

• Campanada (translate story, recall, etc.) • Introduce vocab • Link meaning to L1 • Establish gestures • Students translate practice sentences one by one • Listen to Corre corre corazón (CLOZE lyrics) • Read together about Cumbia & Agapornis • PQA (Personalized Question and Answer) with discussion questions • Story Asking for 'Camina y corre' script • Up/down listening assessment at the end of the period • Students create a Cooperative Mural on the board while teacher guides the re-tell • MovieTalk: Movistar El mejor de la clase • Listening assessment • Read class story together • Each student retells one scene from the story	• Martina Bex Unit 2 Curriculum Overview: https://docs.google.com/document/d/1lL8PaGxzGzNTUto3xVApCUAUixf6UU-GwjFU4s3StoA/edit • Martina Bex Resources: https://drive.google.com/drive/search?q=martina%20bex%20unit%2002	• Martina Bex materials included in Somos 1 Unit 02 Lesson Plans • Slide Show • Song: “Corre, Corre Corrazon” • Movie Talk: “Movistar El mejor de la clase” • Readings • Listening, Reading, Writing Assessments	• Smart Board Applications • Google Forms • Slide Show Presentation
Key: *Amistad ^Holocaust #Climate Change ()DEI +LGBTQ @AAPI			

w/Simultaneous Presentation format • Reading assessment • Review together reading assessment • Optional: read together simplified version of Encierro de toros reading. • Read together and view the Encierro de toros slideshow • Show video clip of an Encierro de toros while narrating in Spanish • Play Matamoscas with images • Students reading extended version of Encierro reading and answer questions • Administer writing assessment (describe frames of a storyboard)			
--	--	--	--

Assessments

Key: *Amistad ^Holocaust #Climate Change ()DEI +LGBTQ @AAPI

Formative Assessments • Campanadas • Student oral response • Participation in Story Asking	Summative Assessments • Listening Assessment • Writing Assessment Suggested Skills To Be Assessed: <i>Listening Assessment - Listen To A Story In Spanish And Respond To Comprehension Questions</i> <i>Reading Assessment - Read A Story In Spanish And Respond To Comprehension Questions</i> <i>Writing Assessment - Describe Each Frame Of A Three-Frame Storyboard</i>
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable

Key: *Amistad ^Holocaust #Climate Change ()DEI +LGBTQ @AAPI

questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
---	--	--	--