



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT **World Cultures**

COURSE **Spanish, Grade 6**

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Spanish, Grade 6

Department: World Cultures

Board Approval	Supervisor	Notes
September 2012	Steve Sarles	Born Date
July 2016	Chris Wilson	Revisions
December 2017	Chris Wilson	Revisions
March 2019	John Bosmans	Review
August 2019	Melissa Lopusznick	Revisions
August 2021	Michael Emmich	Alignment to Standards
TBD 2022	Ian Schwartz	Incorporate State Mandates
August 2024	Ian Schwartz	Updated to include New State Mandates





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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 2
1	Review And Classroom Skills	11	School And Family Life
2	Review And Classroom Skills	12	School And Family Life
3	Review And Classroom Skills	13	School And Family Life
4	Review And Classroom Skills	14	School And Family Life
5	Review And Classroom Skills	15	School And Family Life
6	Review And Classroom Skills	16	School And Family Life
7	Review And Classroom Skills	17	School And Family Life
8	Review And Classroom Skills	18	Nutrition + Biodiversity, Active & Healthy Lifestyle
9	Review And Classroom Skills	19	Nutrition + Biodiversity, Active & Healthy Lifestyle
10	Review And Classroom Skills	20	Nutrition + Biodiversity, Active & Healthy Lifestyle

***LGBT/Persons with Disabilities** lessons appear in the “School and Family Life” unit

****Climate Change** lessons appear in the “Nutrition + Biodiversity, Active & Healthy Lifestyle” unit

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Core Instructional & Supplemental Materials including various levels of Texts

¿Cómo te va? Green textbook, *¿Cómo te va?* Green workbook, Google Classroom, Google Suite, Kahoot, Quizlet, Flipgrid, Flashcards, Chromebooks, Youtube, Audacity, Screencastify, Wordwall, Duolingo, Spanish IXL, GrimKit, Seesaw, Edpuzzle, Flango, Spanish Raz-Kids Plus, iSpraak

Time Frame

Weeks 1-10

Topic

Review And Classroom Skills: Greetings and introductions, classroom commands, Spanish alphabet and numbers, the calendar: months, seasons, weather, personal descriptions: use physical and character trait descriptive adjectives, Hispanic countries and nationalities.

Geography, Weather, Climate Change

Alignment to Standards

2020 NJSLS <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf>

7.1.NH.IPRET.1, 7.1.NH.IPRET.2, 7.1.NH.IPRET.3, 7.1.NH.IPRET.4, 7.1.NH.IPRET.5, 7.1.NH.IPRET.6, 7.1.NH.IPRET.7, 7.1.NH.IPRET.8, 7.1.NH.IPERS.1, 7.1.NH.IPERS.2, 7.1.NH.IPERS.3, 7.1.NH.IPERS.4, 7.1.NH.IPERS.5, 7.1.NH.IPERS.6, 7.1.NH.PRSNT.1, 7.1.NH.PRSNT.2, 7.1.NH.PRSNT.3, 7.1.NH.PRSNT.4, 7.1.NH.PRSNT.5, 7.1.NH.PRSNT.6, 7.1.NH.PRSNT.7

Learning Objectives and Activities

Communication

Students will be able to:

- Extend their linguistic and cultural knowledge;
- Discover new ways of thinking and doing;
- Develop the ability to interact appropriately with speakers of other languages;

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- Greet and say goodbye in the target language;
- Introduce themselves and respond appropriately in the target language;
- Express origin and nationality;
- Perform dialogues to include greetings, introductions, accurate pronunciation and diction;
- Ask how someone feels and respond;
- Recite/sing the alphabet in the target language;
- State their telephone numbers;
- Make appropriate classroom requests and respond to commands;
- Identify and express the date in the target language;
- Speak about seasons and weather conditions in the target language;
- Collect, share, and discuss data on how climate change affects extreme weather around the world.

Grammar

Students will be able to:

- Use the verb to be **SER** to express origin and to describe someone; to help express where I am from and who am I and who are you?
- Form appropriate syntax.
- Review sentence structure; state questions using interrogatives.
- Use adjectives appropriately
- Identify and use definite and indefinite nouns
- Make nouns and adjectives plural
- Identify and use speaking informally vs. formally; **TU vs. USTED (UD.)**

Culture

Students will be able to:

- Learn cultural gestures and expressions;
- Use gestures and non-verbal cues;
- Engage with audio activities: situational dialogues;
- Discuss the importance of learning foreign language;
- Identify Spanish-speaking countries and nationalities.
- Identify the importance of second language acquisition
- Express the significance of being an active member in current society.
- Exposure to school & educational dynamics in various Spanish speaking countries.

Assessments

Formative:

- Cooperative Learning Groups
- Reading fluency recordings: Google Voice + iSprak





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- Daily Oral participation
- Teacher observation
- TPR
- Exit ticket
- Quizzes

Summative:

- Digital Portfolio Project
- Unit test

Benchmark:

- Skills (Speaking/Writing)/Culture Assessment

Alternative:

- Skits, Calendar Project, Seasons Project, Climate Change

Interdisciplinary Connections

Digital Portfolio Project

W.WP.6.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.RW.6.7. Write routinely over extended time frames (with 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.

Career Readiness, Life Literacies, and Key Skills

- 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.





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- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

Technology Integration

- Students will use Google Classroom to participate in an online classroom discussion practicing digital citizenship at all times.
- Students will use diverse educational platforms to demonstrate oral proficiency, such as Google Voice or iSpraak or Screencastify.
- Students will use Quizlet, Kahoot, Seesaw, GimKit, Wordwall, Spanish IXL, Edpuzzle, Duolingo, and other educational platforms to review key concepts and improve their overall second language acquisition.
- Students will collaborate with others while using Google Slides or Google Docs or Flipgrid or any other platform to complete and present written/oral assigned projects.
- Students will research and properly cite their sources when working on assigned projects.
- Students will utilize Google Earth and selected educational Youtube videos to study various Spanish speaking countries around the globe.
- Students will use Google Sites to display in a digital Spanish Portfolio their learning process and growth in their second language acquisition.
 - 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
 - 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
 - 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

Career Education

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

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COURSE **Spanish, Grade 6**

Time Frame	Weeks 11-17
Topic	
School and Family Life: Engage in meaningful conversations, provide and obtain information about others and exchange opinion while communicating to help identify and describe them self and others with the use of proper adjective and noun agreement, verb conjugations, while incorporating school, social and cultural interactions, and family life.	
Alignment to Standards	
2020 NJSLS https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf	
7.1.NH.IPRET.1, 7.1.NH.IPRET.2, 7.1.NH.IPRET.3, 7.1.NH.IPRET.4, 7.1.NH.IPRET.5, 7.1.NH.IPRET.6, 7.1.NH.IPRET.7, 7.1.NH.IPRET.8, 7.1.NH.IPERS.1, 7.1.NH.IPERS.2, 7.1.NH.IPERS.3, 7.1.NH.IPERS.4, 7.1.NH.IPERS.5, 7.1.NH.IPERS.6, 7.1.NH.PRSNT.1, 7.1.NH.PRSNT.2, 7.1.NH.PRSNT.3, 7.1.NH.PRSNT.4, 7.1.NH.PRSNT.5, 7.1.NH.PRSNT.6, 7.1.NH.PRSNT.7	
Learning Objectives and Activities	
Communication Students will be able to use the target language to: - Identify and describe school supplies; - Identify and describe articles of clothing, size, and color; - Communicate with others when shopping for school supplies; - Communicate with others when shopping for clothing items; - Identify the family members - Identify the rooms of the house and some furniture items - Explain present tense verbs - Expressing hunger and thirst - Explain what belongs to oneself and to others; - Express age Grammar Students will be able to: - Review AR Ending verbs and use with mastery the verbs: <i>necesitar, comprar, buscar, hablar, mirar, usar, estudiar, bailar, pagar</i>; - Use idiomatic expressions + TENER; to express age, hunger, pain, thirst, success, fear. - Learn the possessive adjectives	

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- Learn and use the forms of **TENER-to have**
- Learn to use the preposition **DE** to express possession or ownership.

Culture

Students will be able to:

- Explore the geography and education practices in some Hispanic countries;
- Compare and contrast American education practices with the education in some Hispanic countries;
- Explore the quinceanera celebrated in Hispanic countries; gender roles? Machismo?
- Explore the geography and native clothing in some Hispanic countries;
- Compare and contrast USA clothing and the Hispanic countries;
- Read authentic texts about various indigenous groups and their traditional unique clothing;
- Research world famous Hispanic fashion designers;
- Learn about the influence of @ Latinx in their culture in the **LGBTQ** movement, **ILGA**.
- Learn about the influence of the *muxes** in their culture and in the **LGBTQ** movement.

** muxes* = cultural gender and identity in the zapoteca culture in Juchitán, Oaxaca, México*

Assessments

Formative:

- Cooperative Learning Groups
- Reading fluency recordings: Google Voice + iSpraak
- Daily Oral participation
- Teacher observation
- TPR
- Exit ticket
- Quizzes

Summative:

- Digital Portfolio Project
- Unit test

Benchmark:

- Skills (Speaking/Writing)/Culture Assessment

Alternative:

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- Skits, “Mi mochila” Project, “Desfile de modas” “Mi Escuela Ideal” or “Mi Familia” Project

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

- 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

Technology Integration

- Students will use Google Classroom to participate in an online classroom discussion practicing digital citizenship at all times.
- Students will use diverse educational platforms to demonstrate oral proficiency, such as Google Voice or iSpraak or Screencastify.
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- Students will collaborate with others while using Google Slides or Google Docs or Flipgrid or any other platform to complete and present written/oral assigned projects.
- Students will research and properly cite their sources when working on assigned projects.
- Students will utilize Google Earth and selected educational Youtube videos to study various Spanish speaking countries around the globe.
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 - 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

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- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
- 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

Career Education

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
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- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Time Frame	Weeks 18-20
Topic	
Nutrition & Biodiversity, Active & Healthy Lifestyle: Making connections with others and the world around us, self-care, care for others, care and respect for the Earth and environment.	
Alignment to Standards	
2020 NJSL https://www.nj.gov/education/cccs/2020/2020%20NJSL-WL.pdf	
7.1.NH.IPRET.1, 7.1.NH.IPRET.2, 7.1.NH.IPRET.3, 7.1.NH.IPRET.4, 7.1.NH.IPRET.5, 7.1.NH.IPRET.6, 7.1.NH.IPRET.7, 7.1.NH.IPRET.8, 7.1.NH.IPERS.1, 7.1.NH.IPERS.2, 7.1.NH.IPERS.3, 7.1.NH.IPERS.4, 7.1.NH.IPERS.5, 7.1.NH.IPERS.6, 7.1.NH.PRSNT.1, 7.1.NH.PRSNT.2, 7.1.NH.PRSNT.3, 7.1.NH.PRSNT.4, 7.1.NH.PRSNT.5, 7.1.NH.PRSNT.6, 7.1.NH.PRSNT.7	
Learning Objectives and Activities	

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Communication

Students will be able to use the target language to:

- Extend their linguistic and cultural knowledge and use in real-life situations;
- Discover new ways of thinking and doing;
- Develop the ability to interact appropriately with speakers of other languages;
- Identify some body parts
- Discover ways in which make our body healthy; food, nutrition, exercise, mind+body+spirit
- Identify some foods and how food is grown; farming and proper environments; farming and cultivation vs. pollution, climate change, global problems; gender roles; **WANGARI Y LOS ÁRBOLES DE PAZ**
- Shop for food at the market and/or supermarket;
- Talk about what they and others do;
- Talk about food in the Spanish-speaking countries;
- Talk about differences between eating habits in the United States and in the Hispanic world;
- Identify healthy and unhealthy foods;
- Discuss the benefits of healthy eating habits;
- Talk about how food choices affect the environment;
- Collaborate researching reliable data that explains the effects of climate change in agriculture and food production.

Grammar

Students will be able to:

- Identify the parts of the body with expressions of **TENER** to express an ache or pain
- Use the verb **GUSTAR** to express likes and dislikes of foods;
- Identify the **ER and IR Ending Verbs** and use their right form in the present tense.
Especially: *comer, beber, leer, aprender, preferir, escribir, recibir.*

Culture

Students will be able to:

- Learn about different Hispanic popular dishes;
- Choose a Hispanic country or region of a country and learn about a typical dish from that region and describe it;
- Commonly held viewpoints of the target culture, such as those relating to time and meals;
- Compare/contrast cultural views regarding time and meals with those in the United State;
- Typical expressions of courtesy and expressions of dissatisfaction in Spanish regarding ordering food and going to a cafe and/or restaurant;
- Create a digital or paper food brochure and menu;
- Create a digital or paper nutrition and exercise journal and routine diary;
- Create a Google Docs and/or Slideshow of favorite meals and restaurants;
- Create a survey about favorite/least favorite food, meals, restaurant, etc.;
- Create a pie chart and/or bar graph to illustrate survey findings, etc.;

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- Take a virtual trip around famous Hispanic markets to analyze, compare/contrast with those in the United States;
- Read authentic text related to traditional Hispanic practices in agriculture, foods, and popular dishes;
- Read authentic text about the types of food stores that exist in the Hispanic countries.

Assessments

Formative:

- Cooperative Learning Groups
- Reading fluency recordings: Google Voice + iSpraak
- Daily Oral participation
- Teacher observation
- TPR
- Exit ticket
- Quizzes

Summative:

- Digital Portfolio Project
- Unit test

Benchmark:

- Skills (Speaking/Writing)/Culture Assessment

Alternative:

- Skits: "En el café" y "En el mercado".
- Prepare traditional Hispanic dishes.
- Create a menu with healthy food choices.
- Create a plan/program -or participate in an existing program- that promotes healthy eating habits and food sustainability

Interdisciplinary Connections

Spanish menu/healthy eating project:

- 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.

Career Readiness, Life Literacies, and Key Skills

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.





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Career Education

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- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson

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- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

