

	Grade Level: 6 Team Members: 2 Number of Days of Unit: 16 weeks
	UNIT NAME: 1. ¿Quién soy yo? (Novice Low)
Essential Questions	Who am I? What do I like? What do I need or want? What information do I want to know about when I meet someone? How can I introduce myself in Spanish?
Content Standards	1. Interpretive Communication - In texts and conversations on topics of high familiarity and immediate interest to students, relying upon practiced or memorized words or phrases, supported by repetition, visual aids, and gestures, students: (NL.1.b) Identify words, phrases, and basic information. 2. Interpersonal Communication -In conversations on topics of high familiarity and immediate interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words or phrases, relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners sometimes understand, students: (NL.2.b) Respond to a few simple, highly practiced questions by providing basic information about themselves. (NL.2.c) Provide memorized questions. 3. Presentational Communication - In presentations on topics of high familiarity and immediate interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words or phrases, relying upon visual aids and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners sometimes understand, students: (NL.3.a) Demonstrate awareness and understanding of themselves and their audience. (NL.3.b) Provide simple, basic, prepared information in culturally appropriate ways. 4. Intercultural Communication – In interactions in settings that students would find familiar and highly

	predictable, using practiced or memorized words or phrases, relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners sometimes understand, students: (NL.4.a) Refer to some typical products and practices related to an audience's or interlocutor's culture to show basic cultural awareness and respect towards diversity. (NL.4.b) Use appropriate highly practiced gestures and behaviors. 5. Cultures - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently: (NL.5.b) Recognize and identify factors that contribute to individual and cultural identities. 6. Comparisons - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently: Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by: (NL.6.b.1) Identifying cognates. 8. Communities - In settings that students would find familiar and highly predictable, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students minimally but consistently: Become lifelong learners by: (NL.8.b.1) Using languages for enjoyment and enrichment and exploring more options for doing so.	
Concepts and subskills	Interpretive: 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. Interpersonal: Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or	Practices <u>Domain 1: Communication</u> Practice 1: Interpretive Communication Practice 2: Interpersonal Communication Practice 3: Presentational Communication Practice 4: Intercultural Communication <u>Domain 2: Linguistic Cultures</u> Practice 5: Cultures

	memorized words, phrases, simple sentences, and questions. <i>Presentation:</i> 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.	Practice 6: Comparisons
Content Objectives "I Can Statements"	I can... • Greet someone in various forms • introduce myself • ask how someone is doing • describe how I am doing • express my needs or wants • count from 0-30 • state how old I am and my birthday (day, month, year) • describe the weather today • identify colors • identify my favorite color/least favorite color	
Content Vocabulary	Students will have full control of greetings, numbers, birthdays, calendar via the following vocabulary: Greetings Hola Buenos días, buenas tardes, buenas noches ¿Cómo te llamas? Me llamo Adiós, hasta pronto, hasta mañana ¿Cómo estás? Estoy bien, Estoy mal ¿Cuántos años tienes? Yo tengo # años y tú Calendar: ¿Cuál es el mes? El mes es (month), enero, febrero, ...diciembre Weather: hace calor, hace frío, hace sol, etc Mastery Expression ¿Qué necesitas? Necesito + verbo Connecting words: Y	
Text, Materials, and Resources	Greetings: Pres: Puedo reconocer y usar saludos y despedidas diferentes Estoy bien, mal, etc: Puedo responder a la pregunta ¿Cómo estás? y decir cómo estoy Speaking/Writing activity: document	

	Quizlet: Greetings Me llamo: Song: Yo me llamo Paco Puedo decir mi nombre: https://www.adiostextbook.com/amigos-escuela/nombre/ Puede presentar a alguien: https://www.adiostextbook.com/amigos-escuela/presentarte/ Numbers: Numbers: interactive & listening activity Calendar: Interactive notebook: Calendario Song for Days of the week: Lyrics TPRS slides: Beto y los meses Speaking Activity: Batalla Naval Meses Song for seasons: Las estaciones Birthday: Birthday TPRS slides: Beto y su cumple Listening activity: Classmate bday Song pdf: ¿Cuántos años tienes? Songs: Calico / tengo _ años Weather/Climate: TPRS slides: Beto me gusta las estaciones Interactive Notebook: El tiempo / Las estaciones El clima: Puedo elegir un buen día para volar cometas Quizlet: El tiempo, El tiempo 2 Song: ¿Qué tiempo hace hoy? TPRS: Está lloviendo slides World forecast: interactive maps Project: El proyecto del tiempo Commands: Quizlet: Commands1 / Commands2 School Supplies: Quizlet: Classroom objects Alphabet: Song: Marching ABC song Slides: mamemimomu Culture: Day of the Dead Adiós textbook: presentation Mastery Expressions: Quizlet: ME and Seasons
Assessments, Products, Projects	Students will complete a research Weather project and will culminate with a presentation entirely in Spanish using the sentence structures and targeted vocabulary taught in class.

	Reading (greetings / days activities)/Listening (numbers) assessment on greetings, introductions,, calendar, weather Seasons project: Rubric
--	---

	Grade Level: 6 Team Members: 2 Number of Days of Unit: 6 weeks
	UNIT NAME: 2. ¿De dónde soy? (Novice Mid)
Essential Questions	Where am I from? Where are others from? What are the differences and similarities between me and others?
Content Standards	1. Interpretive Communication - In texts and conversations on topics of high familiarity and interest to students, relying upon practiced or memorized words, phrases, and some sentences, supported by repetition, visual aids, and gestures, students: a. Recognize traits of multiple cultures and communities. (NM.1.a) b. Identify some basic facts from the text. (NM.1.b) 2. Interpersonal Communication - In conversations on topics of high familiarity and interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students: a. Respond to culturally diverse interlocutors, products, practices, and ideas by expressing curiosity and empathy. (NM.2.a) b. Respond to questions by expressing basic information about themselves. (NM.2.b) c. Ask highly predictable, formulaic questions. (NM.2.c) 3. Presentational Communication - In presentations on topics of high familiarity and interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon visual aids and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students: a. Demonstrate awareness and understanding of themselves and their audience. (NM.3.a) b. Provide simple, basic, prepared information in culturally appropriate ways. (NM.3.b) 6. Comparisons - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but

	consistently: a. Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by: 1. Identifying similarities and differences in the products, practices, and perspectives of their own and other cultures. (NL.6.a.1)	
Concepts and subskills	<i>Interpretive:</i> 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>Interpersonal:</i> 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>Presentational:</i> 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.	Practices <u>Domain 1: Communication</u> Practice 1: Interpretive Communication Practice 2: Interpersonal Communication Practice 3: Presentational Communication Practice 4: Intercultural Communication <u>Domain 2: Linguistic Cultures</u> Practice 5: Cultures Practice 6: Comparisons
Content Objectives "I Can Statements"	I can... ● Identify some Hispanic Countries and regions on a map. ● I can list in Spanish the Hispanic countries in the world. ● I can translate where I am from. ● I can translate where others are from. ● I can identify my nationality ● I can say where I live. ● I can ask where others are living. ● I can identify some similarities between people from Hispanic countries and me. ● I can recognize some flags from Spanish-speaking countries. ● I can identify and memorize colors in Spanish.	
Content Vocabulary	Students will have full control about the Spanish-Speaking countries, where the students are and where they are from; by using the following vocabulary and expression: ● Personal pronouns I, You, He, She. ● The Present tense of Ser. ● The present tense of Vivir. Questions and phrases: ¿De dónde eres?/ ¿De dónde es ella-él? Yo soy de ____	

	Ella- Él es de ____ ¿Dónde vives?/ ¿Dónde vive ella-él? Yo vivo en ____ Ella - Él vive en ____ The name of the twenty-one Spanish-speaking countries. El país esta en ____ El país no está en ____ ¿De dónde eres?/ ¿De dónde es ella-él? Yo soy de ____ Ella- Él es de. ____ ¿Dónde vives?/ ¿Dónde vive ella-él? Yo vivo en ____
Text, Materials, and Resources	Ser/Tener: TPRS slides: Cómo es Reading: Karen es un robot Description slide: Eyes/Hair Reading: La pava diferente Writing: Turkey writing activity ¿De dónde eres? Soy de... Quizlet: Soy de ¿Dónde vives?: TPRS slides Está: Pablo y Perla Latin american countries: Maps: Document Song: Los países Flags and Colors: Flags: Document Los colores: Puedo decir los colores de las cometas Colores: https://www.adiostextbook.com/retratos/colores/ Places/location in a community: Quizlet: Places1 / Places2 Winter celebrations in Latin america: Quizlet: La Navidad Class Novel: El capibara con botas Buy in: Pick an animal you identify with and why? Presentation: What are rainforests?

	Presentation: Animals in the jungle Videos: of Capibaras REading: Ecuador Stations activity: Ecuador and Capibaras Quizzizz: Capibara Adiós textbook: Animales del Amazonas
Assessments, Products, Projects	• Which type of assessments will you use to assess understanding? • Which facets of understanding will you address with each assessment? • How will you ensure that have met the desired results identified in Step 1? Describe self and someone else: document Blooket: Trimester 1 Review Describe a un hispano famoso

	Grade Level: 6 Team Members: 2 Number of Days of Unit: 6 weeks
	Unit Name: 3. Pastimes and Hobbies (Novice Mid)
Essential Questions	What do I like to do? What do other people like to do?
Content Standards	Interpretive Communication - In texts and conversations on topics of high familiarity and interest to students, relying upon practiced or memorized words, phrases, and some sentences, supported by repetition, visual aids, and gestures, students: (NM.1.a) Recognize traits of multiple cultures and communities. (NM.1.b) Identify some basic facts from the text. Interpersonal Communication - In conversations on topics of high familiarity and interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:

(NM.2.a) Respond to culturally diverse interlocutors, products, practices, and ideas by expressing curiosity and empathy.

(NM.2.b) Respond to questions by expressing basic information about themselves.

(NM.2.c) Ask highly predictable, formulaic questions.

Presentational Communication - In presentations on topics of high familiarity and interest to students in

settings that students would find familiar and highly predictable, using practiced or memorized words, phrases,

and some sentences, often relying upon visual aids and gestures, in such a way that speakers/signers of the

language who are accustomed to engaging with language learners often understand, students:

(NM.3.a) Demonstrate awareness and understanding of themselves and their audience.

(NM.3.b) Provide simple, basic, prepared information in culturally appropriate ways.

Intercultural Communication - In interactions in settings that students would find familiar and highly

predictable, using practiced or memorized words, phrases, and some sentences, often relying upon repetition,

visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging

with language learners often understand, students:

(NM.4.a) Refer to some typical products and practices related to an audience's or interlocutor's culture to show

basic cultural awareness and respect towards diversity.

(NM.4.b) Use appropriate rehearsed gestures and behaviors.

Cultures - In settings that students would find familiar and highly predictable, using the target language

exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:

(NM.5.a) Identify typical products and practices to help understand perspectives within the diverse cultures of the

target-language communities.

Comparisons - In settings that students would find familiar and highly predictable, using the target language

exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:

	(NM.6.a.1) Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by: 1. Identifying similarities and differences in the products, practices, and perspectives of their own and other cultures. (NM.6.b.1) Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by: 1. Identifying cognates. Communities - In settings that students would find familiar and highly predictable, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students fully and consistently: Become lifelong learners by: (NM.8.b.1) Using languages for enjoyment and enrichment and exploring more options for doing so.	
Concepts and subskills	Interpretive: Identify the topic and related information from simple sentences in short informational texts. Interpersonal: 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. Presentational: 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.	Practices <u>Domain 1: Communication</u> Practice 1: Interpretive Communication Practice 2: Interpersonal Communication Practice 3: Presentational Communication Practice 4: Intercultural Communication <u>Domain 2: Linguistic Cultures</u> Practice 5: Cultures Practice 6: Comparisons
Content Objectives "I Can Statements"	I can... • ask and respond to questions about likes including <i>yes or no questions</i> and <i>either-or questions about different activities</i> (Interpersonal) • state what activities I like and don't like (Presentational Speaking) • list my like and dislikes (Presentational Writing) • understand native speakers when they use basic language to talk about likes and dislikes relating to free time activities (Interpretive Listening)	

	- ask and respond to questions about likes and dislikes including yes or no questions and either-or questions about sports (interpersonal) - tell people what sports I like and don't like (Presentational Speaking) - list my likes and dislikes sports (Presentational Writing) - understand native speakers when they use basic language to talk about likes and dislikes relating to sports (Interpretive Listening) - ask and respond to questions about likes including <i>yes or no questions</i> and <i>either-or questions about the musical instruments</i> (Interpersonal) - tell people what musical instrument I like and don't like (Presentational Speaking) - list my likes and dislikes such as sports, free time activities, music, and animals (Presentational Writing) - understand native speakers when they use basic language to talk about likes and dislikes relating to musical instruments (Interpretive Listening)
Content Vocabulary	Target Vocabulary ¿Qué te gusta hacer? Gustar + infinitive - Me gusta, me gustan - Me gusta mucho, me gustan mucho - No me gusta, no me gustan - No me gusta para nada, no me gustan para nada - Te gusta, le gusta - en la mañana, en la tarde, en la noche - el fin de semana, todos los días, cada semana, cada mes, cada año Thematic Vocabulary - bailar - cantar - leer - escribir - comer - cocinar - jugar + deporte - jugar a los videojuegos - esquiar - estudiar - enseñar - correr - caminar - escuchar música - ver la televisión - pescar - montar a caballo - montar en bicicleta

Text, Materials, and Resources	Música - Instrumentos Los instrumentos de cuerda, Los instrumentos de viento Actividades/emociones: Puedo decir como una canción me hace sentir Descripciones: Puedo describir una canción viral Opinión: Puedo dar mi opinión sobre una canción viral, Puedo identificar a unos cantantes y sus canciones virales Presentación: Puedo hablar sobre las canciones virales Deportes - Me gusta/no me gusta/me encanta Video: Vocabulario Me gusta: Puedo decir los deportes que me gustan mirar y jugar Descripciones y características: Puedo hablar sobre las características importantes para un deportista Comparar Puedo comparar a dos deportistas Puedo dar información básica de la vida de un deportista hispano parte 1, parte 2 Puedo participar en una conversación sobre deportes y dar mi opinión
Assessments, Products, Projects	Speaking assessment: Students watch a short sports/activity video and students have to describe what they watched. Reading: Students were given various short stories and had to answer comprehension questions Listening: Students heard phrases and had to select from the multiple choice google form.

	Grade Level: 6 Team Members: 2 Number of Days of Unit: 6 weeks
	Unit Name: 3. Pastimes and Hobbies (Novice Mid)
Essential Questions	What do I like to do? What do other people like to do?
Content Standards	Interpretive Communication - In texts and conversations on topics of high familiarity and interest to students,

relying upon practiced or memorized words, phrases, and some sentences, supported by repetition, visual aids, and gestures, students:
(NM.1.a) Recognize traits of multiple cultures and communities.
(NM.1.b) Identify some basic facts from the text.

Interpersonal Communication - In conversations on topics of high familiarity and interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:
(NM.2.a) Respond to culturally diverse interlocutors, products, practices, and ideas by expressing curiosity and empathy.
(NM.2.b) Respond to questions by expressing basic information about themselves.
(NM.2.c) Ask highly predictable, formulaic questions.

Presentational Communication - In presentations on topics of high familiarity and interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon visual aids and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:
(NM.3.a) Demonstrate awareness and understanding of themselves and their audience.
(NM.3.b) Provide simple, basic, prepared information in culturally appropriate ways.

Intercultural Communication - In interactions in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:
(NM.4.a) Refer to some typical products and practices related to an audience's or interlocutor's culture to show basic cultural awareness and respect towards diversity.

	(NM.4.b) Use appropriate rehearsed gestures and behaviors. Cultures - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently: (NM.5.a) Identify typical products and practices to help understand perspectives within the diverse cultures of the target-language communities. Comparisons - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently: (NM.6.a.1) Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by: 1. Identifying similarities and differences in the products, practices, and perspectives of their own and other cultures. (NM.6.b.1) Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by: 1. Identifying cognates. Communities - In settings that students would find familiar and highly predictable, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students fully and consistently: Become lifelong learners by: (NM.8.b.1) Using languages for enjoyment and enrichment and exploring more options for doing so.	
Concepts and subskills	Interpretive: Identify the topic and related information from simple sentences in short informational texts. Interpersonal: Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or	Practices <u>Domain 1: Communication</u> Practice 1: Interpretive Communication Practice 2: Interpersonal Communication Practice 3: Presentational Communication Practice 4: Intercultural Communication

	memorized words, phrases, simple sentences, and questions. <i>Presentational:</i> 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.	<u>Domain 2: Linguistic Cultures</u> Practice 5: Cultures Practice 6: Comparisons
Content Objectives "I Can Statements"	I can... - ask and respond to questions about likes including <i>yes or no questions</i> and <i>either-or questions about different activities</i> (Interpersonal) - state what activities I like and don't like (Presentational Speaking) - list my like and dislikes (Presentational Writing) - understand native speakers when they use basic language to talk about likes and dislikes relating to free time activities (Interpretive Listening) - ask and respond to questions about likes and dislikes including yes or no questions and either-or questions about sports (interpersonal) - tell people what sports I like and don't like (Presentational Speaking) - list my likes and dislikes sports (Presentational Writing) - understand native speakers when they use basic language to talk about likes and dislikes relating to sports (Interpretive Listening) - ask and respond to questions about likes including <i>yes or no questions</i> and <i>either-or questions about the musical instruments</i> (Interpersonal) - tell people what musical instrument I like and don't like (Presentational Speaking) - list my likes and dislikes such as sports, free time activities, music, and animals (Presentational Writing) - understand native speakers when they use basic language to talk about likes and dislikes relating to musical instruments (Interpretive Listening)	
Content Vocabulary	Target Vocabulary ¿Qué te gusta hacer? Gustar + infinitive - Me gusta, me gustan - Me gusta mucho, me gustan mucho - No me gusta, no me gustan - No me gusta para nada, no me gustan para nada - Te gusta, le gusta - en la mañana, en la tarde, en la noche - el fin de semana, todos los días, cada semana, cada mes, cada año Thematic Vocabulary - bailar - cantar - leer	

	● escribir ● comer ● cocinar ● jugar + deporte ● jugar a los videojuegos ● esquiar ● estudiar ● enseñar ● correr ● caminar ● escuchar música ● ver la televisión ● pescar ● montar a caballo ● montar en bicicleta
Text, Materials, and Resources	Música - Instrumentos Los instrumentos de cuerda, Los instrumentos de viento Actividades/emociones: Puedo decir como una canción me hace sentir Descripciones: Puedo describir una canción viral Opinión: Puedo dar mi opinión sobre una canción viral, Puedo identificar a unos cantantes y sus canciones virales Presentación: Puedo hablar sobre las canciones virales Deportes - Me gusta/no me gusta/me encanta Video: Vocabulario Me gusta: Puedo decir los deportes que me gustan mirar y jugar Descripciones y características: Puedo hablar sobre las características importantes para un deportista Comparar Puedo comparar a dos deportistas Puedo dar información básica de la vida de un deportista hispano parte 1, parte 2 Puedo participar en una conversación sobre deportes y dar mi opinión
Assessments, Products, Projects	Speaking assessment: Students watch a short sports/activity video and students have to describe what they watched. Reading: Students were given various short stories and had to answer comprehension questions Listening: Students heard phrases and had to select from the multiple choice google form.

--	--

	Grade Level: 6 Team Members: 2 Number of Days of Unit: 6 weeks
	UNIT NAME: 4. Family (Novice High)
Essential Questions	What makes a family? Who is in my family? What does my family look like? Who is important to me and why?
Content Standards	Interpretive Communication - In texts and conversations on topics of high familiarity and interest to students, relying upon practiced or memorized words, phrases, and some sentences, supported by repetition, visual aids, and gestures, students: (NM.1.a) Recognize traits of multiple cultures and communities. (NM.1.b) Identify some basic facts from the text. Interpersonal Communication - In conversations on topics of high familiarity and interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students: (NM.2.a) Respond to culturally diverse interlocutors, products, practices, and ideas by expressing curiosity and empathy. (NM.2.b) Respond to questions by expressing basic information about themselves. (NM.2.c) Ask highly predictable, formulaic questions. Presentational Communication - In presentations on topics of high familiarity and interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon visual aids and gestures, in such a way that speakers/signers of the

language who are accustomed to engaging with language learners often understand, students:
(NM.3.a) Demonstrate awareness and understanding of themselves and their audience.
(NM.3.b) Provide simple, basic, prepared information in culturally appropriate ways.

Intercultural Communication - In interactions in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:
(NM.4.a) Refer to some typical products and practices related to an audience's or interlocutor's culture to show basic cultural awareness and respect towards diversity.
(NM.4.b) Use appropriate rehearsed gestures and behaviors.

Cultures - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:
(NM.5.a) Identify typical products and practices to help understand perspectives within the diverse cultures of the target-language communities.

Comparisons - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:
(NM.6.a.1) Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by:
1. Identifying similarities and differences in the products, practices, and perspectives of their own and other cultures.
(NM.6.b.1) Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:
1. Identifying cognates.

Communities - In settings that students would find familiar and highly predictable, using the target language

	to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students fully and consistently: Become lifelong learners by: (NM.8.b.1) Using languages for enjoyment and enrichment and exploring more options for doing so.	
Concepts and subskills	<i>Interpretive:</i> 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>Interpersonal:</i> 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>Presentational:</i> 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.	Practices <u>Domain 1: Communication</u> Practice 1: Interpretive Communication Practice 2: Interpersonal Communication Practice 3: Presentational Communication Practice 4: Intercultural Communication <u>Domain 2: Linguistic Cultures</u> Practice 5: Cultures Practice 6: Comparisons
Content Objectives "I Can Statements"	I can... • describe physical characteristics • describe my personality • describe someone else's personality • describe what I have • describe what he/she/it has • identify the members in my family • describe my family	
Content Vocabulary	Descriptions/Gender agreement: adjectives Alto Bajo Grande Pequeño Simpático/amable Divertido Elegante Gordo Delgado Guapo Desastre Inteligente	

	Maravilloso Fuerte El verbo ser: Yo soy Tu eres Él/Ella es El verbo tener: Yo tengo Tú tienes Él/ella tiene El verbo VIVIR: Yo vivo en Tú vives en Él/ella vive en La familia nuclear: Papá Mamá Hermano Hermana Hija Hijo Abuelo Abuela Nieto Nieta Tío Tía Sobrino Sobrina Connecting/Sequential words: Y Pero Con Porque Antes Después
Text, Materials, and Resources	La familia y las actividades (Ser/Estar) Vocabulario: Puedo identificar a los miembros de una familia Descripciones - Puedo entender información sobre una familia

	Descripciones - Puedo entender información sobre una familia Actividades: Puedo dar información sobre una familia Actividades: Puedo decir los que las familias hacen juntas Opinión: Puedo dar mi opinión sobre actividades familiares Opinión: Puedo hablar de unas familias famosas Presentación: Puedo hablar de las personas de mi familia Los snacks Vocabulario: Puedo identificar snacks populares Descripciones: Puedo entender las descripciones de los snacks Comparación: Puedo comparar bebidas Puedo responder preguntas sobre los snacks Película: Encanto - Disney Árbol familiar - Encanto Encanto Productos Prácticas y Perspectivas
Assessments, Products, Projects	Proyecto Describe your ideal family: Mi libro de la familia Reading: small texts Presentational: Create a family book about their real family or the family of their dreams. Listening: Google form, identify the phrase

	Grade Level: 6 Team Members: 2 Number of Days of Unit: 6 weeks
	UNIT NAME: 4. Family (Novice High)
Essential Questions	What makes a family? Who is in my family? What does my family look like? Who is important to me and why?

Content Standards	Interpretive Communication - In texts and conversations on topics of high familiarity and interest to students, relying upon practiced or memorized words, phrases, and some sentences, supported by repetition, visual aids, and gestures, students: (NM.1.a) Recognize traits of multiple cultures and communities. (NM.1.b) Identify some basic facts from the text. Interpersonal Communication - In conversations on topics of high familiarity and interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students: (NM.2.a) Respond to culturally diverse interlocutors, products, practices, and ideas by expressing curiosity and empathy. (NM.2.b) Respond to questions by expressing basic information about themselves. (NM.2.c) Ask highly predictable, formulaic questions. Presentational Communication - In presentations on topics of high familiarity and interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon visual aids and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students: (NM.3.a) Demonstrate awareness and understanding of themselves and their audience. (NM.3.b) Provide simple, basic, prepared information in culturally appropriate ways. Intercultural Communication - In interactions in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:
---------------------------------	---

	(NM.4.a) Refer to some typical products and practices related to an audience's or interlocutor's culture to show basic cultural awareness and respect towards diversity. (NM.4.b) Use appropriate rehearsed gestures and behaviors. Cultures - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently: (NM.5.a) Identify typical products and practices to help understand perspectives within the diverse cultures of the target-language communities. Comparisons - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently: (NM.6.a.1) Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by: 1. Identifying similarities and differences in the products, practices, and perspectives of their own and other cultures. (NM.6.b.1) Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by: 1. Identifying cognates. Communities - In settings that students would find familiar and highly predictable, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students fully and consistently: Become lifelong learners by: (NM.8.b.1) Using languages for enjoyment and enrichment and exploring more options for doing so.	
Concepts and subskills	Interpretive: 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.	Practices <u>Domain 1: Communication</u> Practice 1: Interpretive Communication Practice 2: Interpersonal Communication Practice 3: Presentational Communication Practice 4: Intercultural Communication

	Interpersonal: 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. Presentation: 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.	Domain 2: Linguistic Cultures Practice 5: Cultures Practice 6: Comparisons
Content Objectives "I Can Statements"	I can... • describe physical characteristics • describe my personality • describe someone else's personality • describe what I have • describe what he/she/it has • identify the members in my family • describe my family	
Content Vocabulary	Descriptions/Gender agreement: adjectives Alto Bajo Grande Pequeño Simpático/amable Divertido Elegante Gordo Delgado Guapo Desastre Inteligente Maravilloso Fuerte El verbo ser: Yo soy Tu eres Él/Ella es El verbo tener: Yo tengo Tú tienes Él/ella tiene	

	El verbo VIVIR: Yo vivo en Tú vives en Él/ella vive en La familia nuclear: Papá Mamá Hermano Hermana Hija Hijo Abuelo Abuela Nieto Nieta Tío Tía Sobrino Sobrina Connecting/Sequential words: Y Pero Con Porque Antes Después
Text, Materials, and Resources	La familia y las actividades (Ser/Estar) Vocabulario: Puedo identificar a los miembros de una familia Descripciones - Puedo entender información sobre una familia Descripciones - Puedo entender información sobre una familia Actividades: Puedo dar información sobre una familia Actividades: Puedo decir los que las familias hacen juntas Opinión: Puedo dar mi opinión sobre actividades familiares Opinión: Puedo hablar de unas familias famosas Presentación: Puedo hablar de las personas de mi familia

	Los snacks Vocabulario: Puedo identificar snacks populares Descripciones: Puedo entender las descripciones de los snacks Comparación: Puedo comparar bebidas Puedo responder preguntas sobre los snacks Película: Encanto - Disney Árbol familiar - Encanto Encanto Productos Prácticas y Perspectivas
Assessments, Products, Projects	Proyecto Describe your ideal family: Mi libro de la familia Reading: small texts Presentational: Create a family book about their real family or the family of their dreams. Listening: Google form, identify the phrase

	Grade Level: 6 Team Members: 2 Number of Days of Unit: 6 weeks.
	UNIT NAME: 5. El Hogar (Novice High)
Essential Questions	Where do I live? Where do others live? How is my home different/the same from others?
Content Standards	Interpretive Communication - In texts and conversations on topics of high familiarity and interest to students, relying upon practiced or memorized words, phrases, and some sentences, supported by repetition, visual aids, and gestures, students: (NM.1.a) Recognize traits of multiple cultures and communities. (NM.1.b) Identify some basic facts from the text. Interpersonal Communication - In conversations on topics of high familiarity and interest to students in

settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:

(NM.2.a) Respond to culturally diverse interlocutors, products, practices, and ideas by expressing curiosity and empathy.

(NM.2.b) Respond to questions by expressing basic information about themselves.

(NM.2.c) Ask highly predictable, formulaic questions.

Presentational Communication - In presentations on topics of high familiarity and interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon visual aids and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:

(NM.3.a) Demonstrate awareness and understanding of themselves and their audience.

(NM.3.b) Provide simple, basic, prepared information in culturally appropriate ways.

Intercultural Communication - In interactions in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:

(NM.4.a) Refer to some typical products and practices related to an audience's or interlocutor's culture to show basic cultural awareness and respect towards diversity.

(NM.4.b) Use appropriate rehearsed gestures and behaviors.

Cultures - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:

(NM.5.a) Identify typical products and practices to help understand perspectives within the diverse cultures of the target-language communities.

	Comparisons - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently: (NM.6.a.1) Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by: 1. Identifying similarities and differences in the products, practices, and perspectives of their own and other cultures. (NM.6.b.1) Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by: 1. Identifying cognates. Communities - In settings that students would find familiar and highly predictable, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students fully and consistently: Become lifelong learners by: (NM.8.b.1) Using languages for enjoyment and enrichment and exploring more options for doing so.	
Concepts and subskills	<i>Interpretive:</i> 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>Interpersonal:</i> 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>Presentation:</i> 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.	Practices <u>Domain 1: Communication</u> Practice 1: Interpretive Communication Practice 2: Interpersonal Communication Practice 3: Presentational Communication Practice 4: Intercultural Communication <u>Domain 2: Linguistic Cultures</u> Practice 5: Cultures Practice 6: Comparisons

Content Objectives "I Can Statements"	I can... • give basic information about my own home or dream home (Interpersonal) • identify rooms and objects in a house (Interpretive Listening) • name and locate objects in a house (Presentational Speaking) • understand when people are talking about their homes or rooms and furniture (Interpretive Listening) • talk about clothing items and describe outfits (Interpersonal) • use rehearsed questions and answers to shop for clothing and accessories (Interpersonal) • talk about outfits I want to buy that I have found online (Presentational talking) • understand when someone describes what they are wearing for different occasions (Interpretive Listening) • talk with someone about what is hurting me or bothering me (Interpersonal) • ask and respond to simple questions based on the body parts diagram in Spanish (Interpersonal) • identify and name the parts of the body (Interpretive Reading) • recognize body parts and understand when someone explains basic physical ailments (Interpretive Listening)
Content Vocabulary	Students will have full control of the following expressions and concepts: • <i>Location using estar</i> • Grande/pequeño • ¿Dónde estás? Estoy en... • ¿Dónde está? Está en... • ¿Quién está en...? • Ir a... - descansar en (la sala) - cocinar en (la cocina) - comer en (el comedor) - dormir en (la habitación) - bañarse en (el baño) - jugar en (el jardín) • Me gusta, te gusta, le gusta • Voy a: - comprar... - usar... • Quiero: - comprar... - usar... • Necesito: - comprar... - probarmelo(a) • ¿Puedo probarmelo(a)?

	• ¿Cuánto cuesta? / ¿Cuánto cuestan? • Es costoso(a) • Es barato(a) • ¿Qué talla es? • Chica, mediana, grande • Es muy grande/ es muy pequeño(a) • Estar • Sentirse • Me duele
Text, Materials, and Resources	La casa y los muebles - Vocabulario: Casa y otros hogares, introducción Descripciones: Puedo entender unas descripciones sobre otros hogares Opinión: Puedo dar mi opinión sobre distintos hogares del mundo Descripción: Puedo comparar las mansiones de unos famosos Puedo hablar sobre las diferencias entre hogares internacionales Puedo dar información básica sobre un hogar Conversación: Puedo conversar sobre hogares Puedo hablar sobre un hogar Novela: La Perezosa impaciente by Mira Canion
Assessments, Products, Projects	Proyecto Describe your ideal house: Mi libro de la casa Reading: small texts Presentational: Create a house book about their real house or the house of their dreams. Listening: Google form, identify the phrase

	Grade Level: 6 Team Members: 2 Number of Days of Unit: 6 weeks.
	UNIT NAME: 5. El Hogar (Novice High)
Essential	Where do I live?

Questions	Where do others live? How is my home different/the same from others?
Content Standards	Interpretive Communication - In texts and conversations on topics of high familiarity and interest to students, relying upon practiced or memorized words, phrases, and some sentences, supported by repetition, visual aids, and gestures, students: (NM.1.a) Recognize traits of multiple cultures and communities. (NM.1.b) Identify some basic facts from the text. Interpersonal Communication - In conversations on topics of high familiarity and interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students: (NM.2.a) Respond to culturally diverse interlocutors, products, practices, and ideas by expressing curiosity and empathy. (NM.2.b) Respond to questions by expressing basic information about themselves. (NM.2.c) Ask highly predictable, formulaic questions. Presentational Communication - In presentations on topics of high familiarity and interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon visual aids and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students: (NM.3.a) Demonstrate awareness and understanding of themselves and their audience. (NM.3.b) Provide simple, basic, prepared information in culturally appropriate ways. Intercultural Communication - In interactions in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging

	with language learners often understand, students: (NM.4.a) Refer to some typical products and practices related to an audience's or interlocutor's culture to show basic cultural awareness and respect towards diversity. (NM.4.b) Use appropriate rehearsed gestures and behaviors. Cultures - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently: (NM.5.a) Identify typical products and practices to help understand perspectives within the diverse cultures of the target-language communities. Comparisons - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently: (NM.6.a.1) Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by: 1. Identifying similarities and differences in the products, practices, and perspectives of their own and other cultures. (NM.6.b.1) Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by: 1. Identifying cognates. Communities - In settings that students would find familiar and highly predictable, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students fully and consistently: Become lifelong learners by: (NM.8.b.1) Using languages for enjoyment and enrichment and exploring more options for doing so.	
Concepts and subskills	Interpretive: 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.	Practices <u>Domain 1: Communication</u> Practice 1: Interpretive Communication Practice 2: Interpersonal Communication Practice 3: Presentational Communication

	Interpersonal: 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. Presentational: 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.	Practice 4: Intercultural Communication <u>Domain 2: Linguistic Cultures</u> Practice 5: Cultures Practice 6: Comparisons
Content Objectives "I Can Statements"	I can... • give basic information about my own home or dream home (Interpersonal) • identify rooms and objects in a house (Interpretive Listening) • name and locate objects in a house (Presentational Speaking) • understand when people are talking about their homes or rooms and furniture (Interpretive Listening) • talk about clothing items and describe outfits (Interpersonal) • use rehearsed questions and answers to shop for clothing and accessories (Interpersonal) • talk about outfits I want to buy that I have found online (Presentational talking) • understand when someone describes what they are wearing for different occasions (Interpretive Listening) • talk with someone about what is hurting me or bothering me (Interpersonal) • ask and respond to simple questions based on the body parts diagram in Spanish (Interpersonal) • identify and name the parts of the body (Interpretive Reading) • recognize body parts and understand when someone explains basic physical ailments (Interpretive Listening)	
Content Vocabulary	Students will have full control of the following expressions and concepts: • <i>Location using estar</i> • Grande/pequeño • ¿Dónde estás? Estoy en... • ¿Dónde está? Está en... • ¿Quién está en...? • Ir a... - descansar en (la sala) - cocinar en (la cocina) - comer en (el comedor) - dormir en (la habitación) - bañarse en (el baño)	

	jugar en (el jardín) ● Me gusta, te gusta, le gusta ● Voy a: - comprar... - usar... ● Quiero: - comprar... - usar... ● Necesito: - comprar... - probarmelo(a) ● ¿Puedo probarmelo(a)? ● ¿Cuánto cuesta? / ¿Cuánto cuestan? ● Es costoso(a) ● Es barato(a) ● ¿Qué talla es? ● Chica, mediana, grande ● Es muy grande/ es muy pequeño(a) ● Estar ● Sentirse ● Me duele
Text, Materials, and Resources	La casa y los muebles - Vocabulario: Casa y otros hogares, introducción Descripciones: Puedo entender unas descripciones sobre otros hogares Opinión: Puedo dar mi opinión sobre distintos hogares del mundo Descripción: Puedo comparar las mansiones de unos famosos Puedo hablar sobre las diferencias entre hogares internacionales Puedo dar información básica sobre un hogar Conversación: Puedo conversar sobre hogares Puedo hablar sobre un hogar Novela: La Perezosa impaciente by Mira Canion
Assessments, Products, Projects	Proyecto Describe your ideal house: Mi libro de la casa Reading: small texts

	Presentation: Create a house book about their real house or the house of their dreams.
	Listening: Google form, identify the phrase