

# Moonachie School District World Languages Curriculum: Grade 6

New Jersey Student Learning Standards for World Languages

Born On: August 23, 2022  
Re-Adopted: August 26, 2025

**WORLD LANGUAGES: Grade 6**

**PROFICIENCY LEVEL: Novice Mid/Novice High**

**DISCIPLINARY CONCEPTS: *Interpretive, Interpersonal, and Presentational Modes of Communication***

**UNIT 1: Mi Casa es Su Casa**

**Core Ideas:**

1. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
2. Interpersonal communication between and among people is the **spontaneous** exchange of information and the negotiation of meaning.
3. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

**Intercultural Statements:**

1. Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs), the way a native speaker living in the target culture interprets meaning in the target culture's society.
2. Learners recognize and identify a few typical practices of the target culture.

**Performance Expectations:**

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.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.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized

sentences that are supported by gestures and visuals.

- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 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.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.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 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.

#### **Essential Questions:**

EQ. What makes a house a home?

EQ. How are homes in Spanish-speaking countries similar or different from those in the US?

EQ: How are floors numbered in a multistoried building in a Spanish-speaking country?

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
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<p>Mi casa, mi hogar, el apartamento, el baño, la casa, la cocina, el comedor, el dormitorio, el garaje, el jardín, el patio, la sala, la terraza, mi propia habitación, de acuerdo, tienes razón, echar la basura, lavar los platos, juntar la ropa, sucia, guardar los juguetes, guardar la ropa, doblar la ropa, lavar los platos, recoger los platos, ayudar a cocinar, quitar el polvo, trapear (mop the floor), limpiar las ventanas, barrer, pasar la aspiradora, caminar con el perro, alimentar las mascotas, limpiar la nieve, sacar la basura, cortar el césped, rastrear las hojas, poner la mesa.</p> <p>al lado de, a la derecha de, a la izquierda de, el nido del hogar, la planta baja, el primer piso, hacer tareas domésticas, cuidar a los niños, dar de comer a los animales, hacer la cama, poner la mesa, ir de compras.</p> <p><b>Grammar:</b> prepositions of location: above, behind, next to, etc.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• identify vocabulary of the rooms of the house and major furnishings</li> <li>• listen to a description of similar houses or rooms of a house and choose the one being described</li> <li>• place an item in the house floor plan when guided by a partner's description in Spanish</li> <li>• discuss the location of rooms and items in the house</li> <li>• describe his/her room and the things in it</li> <li>• pair the rooms of the house with items of furniture.</li> <li>• link the rooms of the house with daily activities (Ex: me lavo los dientes – el baño)</li> <li>• compare and contrast the chores assigned to you and a younger sibling</li> <li>• research rental properties for vacations in a Spanish-speaking country</li> <li>• negotiate with a friend about the aspects of a vacation place that is best suited to both of your preferences, ultimately compromising on a final selection</li> </ul> <p><b>I Can Statements</b></p> <ul style="list-style-type: none"> <li>• I can understand the house vocabulary that I hear.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the saying, <i>mi casa es su casa</i>.</li> <li>• Given an outline looking into a house, move an avatar around to whichever room your partner describes.</li> <li>• Given a list of activities, students determine the room of the house in which each one takes place</li> <li>• Create a Pinterest board of your dream house</li> <li>• Students will work together to create an image like the ones they have seen in <i>Material World</i>. They will create a collage of pictures showing what children their age have in their bedrooms. They will take a picture of the collage and then take turns saying something about their image.</li> <li>• Students predict when they will “salir del nido del hogar” and explain</li> <li>• In groups of 4, students will prepare to spend a week together at a summer rental. Each person considers what is important to him/her and the group negotiates.</li> <li>• Research online rentals in the country of your choice and select one that meets everyone's needs.</li> <li>• View <i>Homes are Everywhere</i> using Google Earth</li> </ul>	<p><b>Interpretive:</b> Read listings for homes or apartments in Spanish. Identify the number of rooms, bathrooms, etc. available in each listing.</p> <p><b>Interpersonal</b> Look at images of different dwellings and chat with a partner/group about aspects you like or dislike. (See Resources for article and images of Gaudi's “Torre Bellesguard.”)</p> <p><b>Presentational:</b> Design a dream home and write a real estate listing describing it in detail.</p>
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	<ul style="list-style-type: none"> <li>• I can answer questions about the rooms of my house</li> <li>• I can describe my house</li> <li>• I can work with another student to find things that are hidden in a house</li> <li>• I can explain the meaning of the refrain: mi casa es su casa</li> <li>• Using the Internet, I can examine pictures of houses in Spanish-speaking countries and draw conclusions</li> <li>• I can complete a Venn diagram comparing my house to a house in a Spanish-speaking country</li> <li>• I can listen to a partner's house description and select the floor plan that he/she was describing from among several options</li> <li>• I can list all of the chores that need to be done around the house</li> <li>• I can tell who does certain chores and when they do them</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the practice of numbering multi-storied buildings in Spanish-speaking countries and how it can be confusing for tourists; review an infographic to count the floors of a building</li> <li>• Watch a video about <i>Cajas de Monstruos</i></li> <li>• On the SMART board, draw a line connecting items in the house and the rooms in which they are normally found</li> <li>• <u>Chores</u> Novice-high activity</li> <li>• <u>Have you ever?</u> Activities with haber.</li> <li>• Interpret an infographic about chores to answer your teacher's questions</li> <li>• Play a game in groups of 4 with bilingual chore cards</li> </ul>	
<b>Resources/Materials</b>	<a href="#">Homes Are Everywhere</a> <a href="#">Google Earth: This Is Home</a> <a href="#">Mi Casa Ideal Activities</a> <a href="#">Levels Of The House</a> <a href="#">House Vocabulary 1</a> <a href="#">House Vocabulary 2</a> <a href="#">House Vocabulary 3</a> <a href="#">Houses For Monsters</a> <a href="#">Tio Spanish Appliances</a> <a href="#">Rooms Of The House Worksheet</a>	<a href="#">Startalk Interpretive</a> <a href="#">Startalk Interpersonal</a> <a href="#">Startalk Presentational</a> <a href="#">Chores Vocabulary</a> <a href="#">On The Table Vocabulary</a> <a href="#">Furniture Vocabulary</a> <a href="#">Chore Cards</a> <a href="#">Chores Matching</a> <a href="#">Chores Poster</a> <a href="#">Bellesguard</a>	

<b>Interdisciplinary Connections</b>	<b>ELA</b> <ul style="list-style-type: none"> <li>• RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.</li> <li>• RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.</li> </ul>
<b>Career Readiness, Life Literacies and Key Skills</b>	<ul style="list-style-type: none"> <li>• 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.</li> <li>• 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.</li> <li>• 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.</li> <li>• 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.</li> <li>• 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</li> </ul>
<b>Computer Science and Design Thinking</b>	<ul style="list-style-type: none"> <li>• 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</li> <li>• 8.2.8.ITH.2: Compare how technologies have influenced society over time</li> <li>• 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</li> </ul>

<b>Modifications</b>				
<b>Multilingual Learners</b>	<b>Special Education</b>	<b>At Risk of School Failure</b>	<b>Gifted and Talented</b>	<b>504</b>
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling

**WORLD LANGUAGES: Grade 6**

**PROFICIENCY LEVEL: Novice Mid/Novice High**

**DISCIPLINARY CONCEPTS: Interpretive, Interpersonal, and Presentational Modes of Communication**

**UNIT 2: School Life**

**Core Ideas:**

1. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
2. Interpersonal communication between and among people is the **spontaneous** exchange of information and the negotiation of meaning.
3. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

**Intercultural Statements:**

1. Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs) the way a native speaker living in the target culture interprets meaning in the target culture's society.
2. Learners recognize and identify a few typical practices of the target culture.

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#### **Essential Questions:**

EQ. What places, people and activities define student life?

EQ. What is a "good" education?

EQ: How do schools reflect the values of their communities?

EQ. How is student life at my school similar and/or different from student life in a Spanish-speaking country?

EQ. How does virtual learning differ from face-to-face learning?



Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<p>hay, el, la, un, una, los, las, unos, unas, director/directora, maestro/a, el/la guardia de seguridad, portero/a (custodian), libro, cuaderno, calculadora, estuche (pencil case), tijeras, bolígrafo, lápiz, un libro para leer, agenda escolar, diccionario, tablet, borrador, hoja de papel, mochila, computadora, carpetas la oficina, la biblioteca, el baño, el gimnasio, el salón de clase, la cafetería, el patio de recreo, la clase de matemáticas, la clase de ciencia, la clase de inglés, la clase de estudios sociales, la clase de español, la clase de informática, el recreo, el almuerzo, fácil, difícil, aburrida, interesante ventajas, desventajas, mascota, valores por la mañana, por la tarde, porque, caminar a la escuela, regresar a casa, el colegio, llevar uniforme, compañeros, trabajar en equipo (group work), prestar atención, participar en los clubes, hablar con la directora, hablar con el director, hablar con él/la guardia de seguridad, cantar el himno nacional, saludar la bandera, la cama.</p> <p><b>Grammar:</b> Definite articles, indefinite articles, implied future</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>name school supplies in Spanish</li> <li>choose the correct definite article for school supplies according to gender</li> <li>use <i>hay</i> and the indefinite article to express existence</li> <li>exchange information about life at school including people, places, calendars, schedules and student activities.</li> <li>present information about his/her own life at school.</li> <li>exchange information using texts, graphs or pictures of schools, supplies found in the classroom</li> <li>interact with others in everyday situations involving school</li> <li>express future plans with <i>ir</i> + infinitive</li> <li>list advantages and disadvantages of wearing a school uniform</li> <li>tell time on the hour and half hour</li> <li>explain the difference between the American time system and military time</li> <li>explain the difference between <i>colegio</i> and <i>universidad</i></li> <li>reflect on how a country's</li> </ul>	<ul style="list-style-type: none"> <li>Play the game <i>¿Quién Tiene?</i> with school supplies. Five volunteers come to the front of the room to each hold a vocabulary folder containing two vocab words.. Students remaining at their seats mark a guessing grid. They pose questions to the volunteers about what vocabulary word they might have. Based on their answers, they mark the grid until all words have been revealed.</li> <li>Making sentences with the verb, <i>hay</i>, list and draw everything that you are carrying in your backpack</li> <li>Magic bag/box reveals one vocab item at a time to learn. Rapid fire questions include yes/no, either/or, who is holding a __, and what is __called?</li> <li>Examine infographics to learn more about school life in Spanish-speaking countries</li> <li>Watch Basho and Tío Spanish explain how to tell time in Spanish</li> <li>Play a game to practice time</li> <li><a href="#">Introduction to our school</a> and all of the areas in it.</li> <li>What's missing? Examine a tray of classroom objects for a limited time. When the teacher covers the tray, try to write down as many items as possible. Alternatively, the teacher will remove a few items while students try to guess what they are.</li> <li>Students will work in small groups to list what they need for school. They will compare their lists with lists provided to students in the target culture. Such lists</li> </ul>	<p><b>Interpretive:</b> Watch a video presentation about school life in Spanish speaking countries and talk about similarities and differences between their own experience and the experience of students in other countries.</p> <p><b>Interpersonal:</b> Look at images of different subject classrooms (Math class, Science class, Spanish class) and discuss what objects might be needed for each class and what objects can already be found in the classroom.</p> <p><b>Presentational:</b> Students rewrite their daily school schedule in Spanish and Present their opinions of 2 classes they like and 2 classes they don't like and why. (Es aburrida. Hay mucha tarea.)</p>

<p>tense (ir + a + infinitive), clock time, floors of a building</p> <p><b>Key verbs:</b> Tengo/tienes</p> <p>Hay</p> <p>necesito/</p> <p>Necesitas, the verb ser and ir</p>	<p>educational system mirrors its cultural perspectives.n</p> <p><b>I Can Statements</b></p> <ul style="list-style-type: none"> <li>• I can identify places in my school in Spanish</li> <li>• I can identify school supplies in Spanish</li> <li>• I can tell time on the hour and half hour</li> <li>• I can list the different subjects that I study in Spanish</li> <li>• I can write basic information about my school and school day</li> <li>• I can use hay + indefinite article to point out the existence of school supplies</li> <li>• I can express something that will happen in the future with ir+a+infinitive</li> <li>• I can use all of the forms of ir to tell what others will do in the future</li> <li>• I can communicate something that I will do in the future</li> <li>• I can explain what is meant by military time</li> <li>• I can assess my proficiency level and think about how to make it grow</li> </ul>	<p>may be found online, posted by particular schools.</p> <ul style="list-style-type: none"> <li>• Design an online shopping flier with back-to-school ads.</li> <li>• <a href="#">School life</a> Novice-Mid Students will learn about the Spanish calendar. First, they will be asked to place the days of the week in order (for both the United States and Spanish speaking countries' calendars). They will be asked to respond to what day of the week they do a certain activity.</li> <li>• Watch the <a href="#">Puedo ir al Baño</a> music video by Sr. Wooly</li> <li>• Students will create a visual incorporating their school name, symbols and words to transmit the values that their school stands for. Does your school have a mascot? What does it symbolize? Would you change the mascot? If so, what would you choose?</li> <li>• Practice telling time responding to PowerPoint slides.</li> <li>• Listen to the <a href="#">Youtube video</a> teaching time</li> <li>• Create a chart of your school schedule. Compare the times of day you have different classes.</li> <li>• Discuss: does the time of day when a class meets matter? Use porque in your answers: porque estoy descansado (rested), cansado, porque el profesor es dinámico, porque la clase es aburrida, porque me duermo (I fall asleep), porque tengo muchos amigos en la clase. Include such extracurricular activities as: llevar uniforme, trabajar en equipo (teams), jugar al fútbol americano, prestar atención al profesor, usar las computadoras.</li> <li>• Global Language Project Year 2 Unit 6</li> </ul>	
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		<p>School Supplies</p> <ul style="list-style-type: none"> <li>• Predict the future. What will school be like? Turn present tense into the implied future tense forms.</li> <li>• Hold a debate about school uniforms. Use the debate team carousel protocol.</li> <li>• You are on the school yearbook committee. Your job is to prepare a brochure introducing new students to your school. Choose 5 of the most important things from the list below to include in your brochure. In groups of 4, compare your answers. Be ready to tell how many things the whole group had in common. (programas bilingües, las materias ofrecidas, las aulas, los laboratorios de ciencia, el laboratorio de lenguas, programas actualizados (up-to-date) como la robótica, la calidad del personal (staff), las instalaciones deportivas (sports) y actividades físicas, las actividades extra escolares, las residencias estudiantiles--la biblioteca, la cafetería o soda, la seguridad (safety), las zonas verdes, la ubicación, los valores (values).</li> <li>• Write an instant message (IM) to a student from another school who plans to transfer to your school. Introduce yourself and talk about your school.</li> <li>• Create a one-page flier about your school that can be given to any new transfer student. Title it: <i>Un día en mi vida escolar</i>. Write about 5 things that new students will like about it. Illustrate each idea. Be sure to use the Spanish expression, "hay."</li> </ul>	
<b>Resources/Materials</b>	<a href="#">¡Bienvenidos A Nuestra Escuela!</a> <a href="#">Vamos A Hacer Un Trato</a> <a href="#">School Subjects</a>	<a href="#">Bullying Infographic</a> <a href="#">Bullying Infographic 2</a> <a href="#">Class Of 2013</a>	<a href="#">Buying A Uniform</a> <a href="#">Schools In Mexico</a> <a href="#">School Comparison Prezi</a>

	<a href="#">School Supplies Video</a> <a href="#">School Supplies Poster</a> <a href="#">Cost Of School Supplies</a> <a href="#">School Supplies</a> <a href="#">School Vocabulary Video</a> <a href="#">Verbos En Clase Video</a> <a href="#">Ya Esta Muerto</a> <a href="#">School Worksheet</a> <a href="#">Anti Bullying</a> <a href="#">Anti Bullying 2</a>	<a href="#">School In Latin America</a> <a href="#">Haber Practice</a> <a href="#">Picture Prompts</a> <a href="#">Classroom Objects Vocabulary 1</a> <a href="#">Classroom Objects Vocabulary 2</a> <a href="#">Teaching Time Video</a> <a href="#">Tour A School</a> <a href="#">Latin American Education Systems Website</a> <a href="#">Pros And Cons Of Uniforms</a> <a href="#">Article On Uniforms</a>	<a href="#">Lunch Menu</a> <a href="#">Nutritional Lunches And</a> <a href="#">Feedback</a> <a href="#">Time Aid 1</a> <a href="#">Time Aid 2</a> <a href="#">A Que Hora?</a> <a href="#">Que Hora Es</a> <a href="#">Telling Time</a> <a href="#">How To Tell Time In Spanish</a> <a href="#">Time Game</a> <a href="#">How To Use The Word Time</a>
<b>Interdisciplinary Connections</b>	<b>ELA</b> <ul style="list-style-type: none"> <li>W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate</li> <li>W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources</li> </ul>		
<b>Career Readiness, Life Literacies and Key Skills</b>	<ul style="list-style-type: none"> <li>9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.</li> <li>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.</li> <li>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</li> </ul>		
<b>Computer Science and Design Thinking</b>	<ul style="list-style-type: none"> <li>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</li> <li>8.2.8.ITH.2: Compare how technologies have influenced society over time</li> <li>8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</li> </ul>		

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual	Multimedia	Graphic organizers	Tiered activities	Multimedia
dictionaries/translation	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Think alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Read alouds	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Highlight key vocabulary	Extended time	Counseling	Critical/Analytical thinking	Extended time

Annotation guides Think-pair- share Visual aides Modeling Cognates	Answer masking Answer eliminator Highlighter Color contrast		tasks Self-directed activities	Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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**WORLD LANGUAGES: Grade 6**

**PROFICIENCY LEVEL: Novice Mid/Novice High**

**DISCIPLINARY CONCEPTS: Interpretive, Interpersonal, and Presentational Modes of Communication**

**UNIT 3: Cyber Café**

**Core Ideas:**

1. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
2. Interpersonal communication between and among people is the **spontaneous** exchange of information and the negotiation of meaning.
3. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

**Intercultural Statements:**

1. Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs) the way a native speaker living in the target culture interprets meaning in the target culture's society.
2. Learners recognize and identify a few typical practices of the target culture.

**Performance Expectations:**

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.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.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 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.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.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 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.

#### **Essential Questions:**

EQ 1: How do Spanish-speaking countries compare to the rest of the world as far as Internet use?

EQ 2: How do I communicate differently using social media?

EQ 3: How does communication by the Internet change our social habits?

EQ 4: What are the ramifications for my privacy when I use technology?

EQ 5: What can Internet ads tell us about our societal values?

EQ 6: What do my media habits say about me?

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
la memoria USB, la tarjeta, el ratón, el ordenador portátil, el wifi, el micrófono, el cargador, el móvil, la batería, el cable, la impresora, el correo electrónico, la cámara digital, la página web, los buscadores, la red social, el mensaje de texto, las aplicaciones, los audífonos, la consola de videojuegos, jugué videojuegos, la tecnología, el celular, , control remoto, participante, mensaje, dejar un mensaje, sugerencias, debes o no	Students will be able to: <ul style="list-style-type: none"> <li>● provide vocabulary terms for devices and technology usage in Spanish-speaking countries</li> <li>● talk about the amount of time he/she uses various devices</li> <li>● investigate Spanish websites with an appeal to teens; draw conclusions about trends or patterns</li> <li>● ask and answer questions about technology use with a</li> </ul>	<ul style="list-style-type: none"> <li>● Take the quiz, Are you an addict to your cell phone?</li> <li>● Investigate the infographics, <i>Excessive cell phone use</i> and <i>8 tips for using social media</i></li> <li>● Students will take selfies at home and upload them to the class padlet wall.</li> <li>● Watch <i>Tío Spanish</i> to learn current teen greetings and leave taking slang.</li> <li>● Watch the public service announcement, <i>Todo a un Clic</i>, a campaign about the responsible use of social media. Listen to the</li> </ul>	<p><b><u>Interpretive</u></b> As a research assistant of a public health institution, you are given the task to read about recent research about reliance on smartphones. After reading it, you will need to compile a graph to display the pros and cons of smartphone use. The report should be completed by using the data from the reading.</p> <p><b><u>Interpersonal</u></b>. Your friend is a psychologist who is being invited to a</p>

<p>debes hacer, el uso responsable de las redes sociales, una campaña, el ordenador de sobremesa, responsabilidad digital, la pantalla, el enchufe, la cámara, la webcam, la tableta, el disco duro, el teclado, los auriculares, el DVD/CD</p> <p><b>Grammar:</b> Time expressions: always, never, sometimes, etc. Verbs: juego, jugué, uso, usé, future tense.</p>	<p>partner</p> <ul style="list-style-type: none"> <li>● enact a skit showing the consequences of overages on cell phone use</li> <li>● practice texting in Spanish using common abbreviations</li> <li>● evaluate Spain's place in the world as far as Internet usage</li> <li>● list pros and cons about cell phone usage</li> <li>● self-reflect on proficiency targets referring to the ACTFL proficiency rubrics: (Did I ask open ended questions? Did I connect my sentences with transition statements?)</li> </ul> <p><b><u>I Can Statements:</u></b></p> <ul style="list-style-type: none"> <li>● I can name common devices in Spanish</li> <li>● I can ask and answer questions about using technology</li> <li>● I can understand some words and ideas on Spanish websites</li> <li>● I can examine infographics about Internet usage and draw conclusions</li> <li>● I can tell how often I use various devices (every day, once in a while, etc.)</li> <li>● I can write an e-mail message in Spanish on familiar topics</li> <li>● I can list the pros and cons of using technology</li> <li>● I can talk about things that</li> </ul>	<p>suggestions about what you should and should not do and discuss with a partner. Work with your partner to make a poster that includes a list of these suggestions. Add your own ideas to the list and up to three memes. Title your poster: <i>El Uso Responsable de las Redes Sociales</i>. Post your work and have a gallery walk to see the ideas of other pairs in your class.</p> <ul style="list-style-type: none"> <li>● Technology in the future. Novice-Mid. Students will practice speculating about the past and present in regards to events that have happened. They will also discuss the environment and technology. Students will describe technology in the future.</li> <li>● Questions in an envelope. Pairs engage in conversation for two minutes about their daily use of technology and who they are in contact with on a daily basis.. They practice initiating conversations, sharing their personal opinions, and giving their preferences. As a scaffold to keep the conversation going, remove and answer a question from the envelope if needed.</li> <li>● Tell how often you use each form of technology: todos los días, a veces, casi nunca, nunca: el móvil, la computadora portátil, la tableta, la cámara digital, la impresora, las computadoras en el laboratorio. Compare answers with a partner.</li> <li>● Review the list of texting shortcuts in</li> </ul>	<p>TV talk show to engage in conversation with concerned parents about the issue of Internet addiction. Have a dialog with your friend to help him prepare for the questions that he will be asked in order to convince parents that Internet addiction is a serious issue that needs to be addressed.</p> <p><b><u>Presentational choice #1.</u></b> You are invited to give a speech to students at a local high school. In your speech, talk about the benefits of using the Internet, as well as the dangers of Internet addiction. Offer helpful suggestions to promote healthy use of the Internet.</p> <p><b><u>Presentational choice #2.</u></b> Witnessing the recent trend of accidents caused by people who were glued to their smartphones, you feel the need to address the students of your school. Write an open letter to your classmates. Talk about the healthy ways to use smartphones and how to avoid using them recklessly.</p>
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	<p>will happen in the future in Spanish</p> <ul style="list-style-type: none"> <li>I can make predictions about the future</li> </ul>	<p>Spanish. Make a list of 5-6 texting shortcuts that we use in English. Are there identifiable rules or patterns? Do you think that texting would be an easy way to communicate with Spanish speakers? Why or why not?.</p>	
<b>Resources/Materials</b>	<a href="#">Addicted To Your Phone Infographic</a> <a href="#">Phone Trends Around The World</a> <a href="#">Smartphone Users</a> <a href="#">Cell Phone Safety</a> <a href="#">Using The Internet Infographic</a> <a href="#">Fake News Infographic</a> <a href="#">Spanish Cell Phone Abbreviations</a> <a href="#">Snap Chat Infographic</a> <a href="#">8 Tips Using Facebook</a> <a href="#">Tech Comics</a> <a href="#">Cyber Bullying Infographic</a>	<a href="#">Social Media Vocab</a> <a href="#">Phone Vocabulary</a> <a href="#">Selfie Scavenger Hunt</a> <a href="#">Quick Draw Game</a> <a href="#">The Marker Game</a> <a href="#">Top 7 Games</a> <a href="#">Startalk Interpretive</a> <a href="#">Startalk Interpersonal</a> <a href="#">Startalk Presentational</a> <a href="#">Internet Spoof</a> <a href="#">The Unfair Game</a>	<a href="#">Crumple And Shoot Game</a> <a href="#">Wordless Videos</a> <a href="#">5 Min Brain Breaks</a> <a href="#">10min Brain Breaks</a> <a href="#">Questions For Teens</a> <a href="#">Interpretive Listening Activities</a> <a href="#">Target Language Strategies</a> <a href="#">Target Language Strategies 2</a> <a href="#">General Movie Guide</a> <a href="#">Cafe And Conversations</a> <a href="#">Ed Puzzles</a>
<b>Interdisciplinary Connections</b>	<p><b>ELA</b></p> <ul style="list-style-type: none"> <li>L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies</li> </ul> <p><b>Visual and Performing Arts</b></p> <ul style="list-style-type: none"> <li>1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.</li> </ul> <p><b>Health and Physical Education</b></p> <ul style="list-style-type: none"> <li>2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).</li> <li>2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).</li> </ul>		
<b>Career Readiness, Life Literacies and Key Skills</b>	<ul style="list-style-type: none"> <li>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.</li> <li>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</li> </ul>		
<b>Computer Science and Design Thinking</b>	<ul style="list-style-type: none"> <li>8.2.8.ITH.2: Compare how technologies have influenced society over time</li> </ul>		

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504

Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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## WORLD LANGUAGES: Grade 6

### PROFICIENCY LEVEL: Novice Mid/Novice High

#### DISCIPLINARY CONCEPTS: Interpretive, Interpersonal, and Presentational Modes of Communication

#### UNIT 4: Food Truck

##### Core Ideas:

1. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
2. Interpersonal communication between and among people is the **spontaneous** exchange of information and the negotiation of meaning.
3. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

##### Intercultural Statements:

1. Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs) the way a native speaker living in the target culture interprets meaning in the target culture's society.
2. Learners recognize and identify a few typical practices of the target culture.

**Performance Expectations:**

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.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.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 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.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.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 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.

#### **Essential Questions:**

EQ 1: What are some iconic foods from the Spanish-speaking world?

EQ 2: How do food products and practices shape our cultural identity?

EQ 3: How do the foods that kids my age eat in Spanish-speaking countries compare to the foods that I eat?

EQ 4: What does restaurant etiquette sound like in Spanish?

EQ 5: How do I give my opinion about certain foods in Spanish?

EU 1: Exploring new foods can lead me to new intercultural experiences that will open doors to intercultural communication.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
el almuerzo, la cena, el desayuno, la comida, el aguacate, el arroz, el bistec, la carne, los frijoles, la hamburguesa, el helado, los huevos, el jamón, el pan dulce, el pastel, la tostada, las papas fritas, el pollo, el sándwich de queso, la sopa de tomate, la tortilla de maíz, el pay de manzana, el postre, el yogur con frutas, el café con leche, el refresco, el té helado, la ensalada, las espinacas, el melón,	Students will be able to: <ul style="list-style-type: none"> <li>● share preferences, opinions and habits about food choices and food purchases</li> <li>● interpret ads, menus, videos and images to understand food traditions</li> <li>● present a series of menu items based on food preferences and traditions</li> <li>● ask for elements of a table setting</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#"><u>¡Qué asco!!</u></a> Watch a video in which Señor Wooly mixes some unlikely concoctions!</li> <li>● Food truck tacos throw down! Consider different types of tacos. Change taco ingredients based on where you are in Mexico. Chart class preferences.</li> <li>● Infographic on what goes into a traditional taco al pastor</li> <li>● Taco Tuesdays (vocabulary review) board game</li> </ul>	<p><u>Interpretive:</u> You are hired to illustrate a recipe book. For each recipe that you are given, draw an illustration for the different food items mentioned in and label them.</p> <p><u>Interpersonal:</u> You and your partner are having a meal in a restaurant. Choose at least one item from each of the food groups and ask/ tell your partner about</p>

<p>el pepino, la sandía, el agua, el batido, el jugo, bebo, como, compro, pido, pruebo, tomo, vendo la comida callejera (street food), el puesto (stand), la quesadilla, la salsa, los tacos de carne asado, los tacos de carnitas (pork), los tacos de pescado, la tortilla de harina, la taquería, la sopa Azteca (tortilla soup), café con leche, la cuchara, el cuchillo, la taza, el plato, la servilleta, el tenedor, una botella, una lata, un paquete, un jarro, una caja</p> <p>¿Cómo está la comida? bueno, caliente, delicioso, sabroso, dulce, fresco, frío, picante, rico/rica, salado (salty), ¡Qué rico! ¡Qué asco! (How disgusting), tener ganas de + infinitive, tener hambre, tener sed, este/esta, ese/esa, estos/estas, esos/esas, porcentaje</p> <p><b>Grammar:</b> Exclamations with <i>¡Qué!</i> Demonstrative adjectives, descriptive adjectives, comparatives and superlatives, units of measure for various foods, sequencing terms: first, next, last, informal commands needed to communicate a recipe.</p>	<ul style="list-style-type: none"> <li>• identify ingredients necessary to prepare a simple recipe</li> <li>• order food and make requests of the waiter</li> <li>• converse with the waiter regarding specials of the day and how much something costs</li> <li>• demonstrate how to prepare typical dishes</li> <li>• identify adjectives to describe food</li> <li>• use the correct unit of measure or container for each food (a bottle of water)</li> <li>• order food in a restaurant or at a food truck; identify what someone else orders</li> <li>• name the items needed for setting the table</li> </ul> <p><b>I Can Statements</b></p> <ul style="list-style-type: none"> <li>• I can ask and answer a variety of questions about likes and dislikes related to food and activities.</li> <li>• I can express food needs and wants</li> <li>• I can identify common ingredients used in cooking Caribbean foods</li> <li>• I can tell how to make a recipe</li> <li>• I can use units of measure</li> <li>• I can ask and answer questions about how to prepare various dishes</li> <li>• I can use sequencing words</li> </ul>	<ul style="list-style-type: none"> <li>• Inspect an infographic to learn how to make Mexican mole</li> <li>• Watch videos where Tío Spanish learns how to make typical plates from Spain and how to eat more greens.</li> <li>• Examine an infographic to make a list of different cooking utensils. Write a sentence about each one telling what it is used for.</li> <li>• Interpret memes and comics related to food.</li> <li>• Register a complaint about a waiter. Role play</li> <li>• Examine an infographic to determine the nutritional value of a tortilla</li> <li>• Survey cards, Taboo cards, Google slideshow</li> <li>• <a href="#">In this activity students will survey one another to determine how much their classmates like/dislike certain foods.</a></li> <li>• <a href="#">What do you eat?</a></li> </ul> <p>Novice Mid. In this activity, students will use vocabulary to describe what they eat for breakfast, lunch, and dinner while determining the nutritional value of each meal.</p> <ul style="list-style-type: none"> <li>• <a href="#">My favorite foods and ingredients</a></li> </ul> <p>Novice-high. In this activity students will survey one another to determine how much their classmates like/dislike certain foods.</p> <ul style="list-style-type: none"> <li>• Examine an infographic of typical foods throughout Latin America</li> <li>• What food items would you sell if you owned a food truck? Make a shopping list for all of the ingredients. Be sure to</li> </ul>	<p>what you would like to order and why (está rico(a), delicioso(a), etc.)</p> <p><u>Presentational:</u> You are a food critic who has been hired to critique a meal. Describe the food items included in the meal, and give your opinion of the meal using descriptive terms.</p>
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	<p>(first, next, then, last...)</p> <ul style="list-style-type: none"> <li>● I can label the elements of a table setting</li> <li>● I can ask and respond to simple questions about the food pyramid</li> <li>● I can identify foods in Spanish</li> <li>● I can make a grocery list, grouping together similar foods</li> <li>● I can interpret a grocery list</li> <li>● I can ask about what is needed at the grocery store</li> <li>● I can identify what food someone orders at a restaurant</li> <li>● I can give opinions about food ordered</li> </ul>	<p>indicate how much of each item you will need, using the units of measure that are common in Spanish-speaking countries. Think up a name for your business. Design a menu card that features it.</p> <ul style="list-style-type: none"> <li>● Students will engage in <u>inner-outer circles</u>. They will have images of activities and/or food and will interview different partners to determine their likes and dislikes. Students will note others who like the same things they do, and each student will attempt to identify the person in the class who is most like him or her.</li> <li>● Preparando los chiles rellenos, platillo icónico mexicano. Pon en orden las acciones 1-7. <ul style="list-style-type: none"> <li>○ ___asar los chiles usando fuego</li> <li>○ ___cortar los chiles y meter el queso</li> <li>○ ___lavar los chiles</li> <li>○ ___meter los chiles en huevo</li> <li>○ ___meter los chiles en una bolsa</li> <li>○ ___pelar los chiles</li> <li>○ ___poner los chiles en una sartén y cocinarlos</li> <li>○ ¿Son los chiles poblanos grandes o pequeños?</li> <li>○ ¿Has probado este platillo? ¿Es picante o no?</li> <li>○ ¿Qué ingredientes se necesitan para preparar chiles rellenos?</li> </ul> </li> <li>● Watch <a href="#">arroz con leche</a> video</li> </ul>	
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		<ul style="list-style-type: none"> <li>● Menu: Students will create virtual menus that are representative of food dishes found in their exchange cities. They will explain the food options to other students in small groups, and each student will select or refuse a meal option and explain why. (Preference words: I like, do not like, prefer, etc. I am allergic to)</li> <li>● Special Diets: Choose one of the following diets and write a plan for two meals (breakfast, lunch or dinner). A) vegetarian. B. lactose intolerant. C. gluten intolerant. D. diabetic (limited sugar intake).</li> <li>● Una cadena de comida rápida. ¿Qué es más importante cuando escoges un restaurante de comida rápida? Pon las oraciones en orden de importancia.. <ul style="list-style-type: none"> <li>○ ____ la ubicación (está cerca de su casa, por ejemplo)</li> <li>○ ____ el precio</li> <li>○ ____ el ambiente</li> <li>○ ____ la calidad de comida</li> </ul> </li> <li>● McDonald's, el Rey de Comida Rápida. <ul style="list-style-type: none"> <li>○ 1. ¿Qué platillos puedes pedir en McDonald's?</li> <li>○ 2. ¿Cuál es el origen del nombre del restaurant?</li> <li>○ 3. ¿Cómo se llaman los fundadores de la cadena?</li> <li>○ 4. ¿Dónde encuentran la inspiración para las comidas que sirven?</li> </ul> </li> <li>● Examine a McDonald's menu to determine the breakdown of fats, calories and protein of each food that</li> </ul>	
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		is offered.	
<b>Resources/Materials</b>	<a href="#">Tacos Unit</a> <a href="#">13 Types Of Tacos</a> <a href="#">Food Facts And Stories</a> <a href="#">Fruits Of The Americas</a> <a href="#">Popular Foods Of Mexico</a> <a href="#">Mexican Foods Infographic</a> <a href="#">Taquero Video</a> <a href="#">Chips And Salsa Verb Conjugation</a>	<a href="#">Tortillas</a> <a href="#">Making Flour Tortillas</a> <a href="#">Making Corn Tortillas</a> <a href="#">Food Truck Field Trip</a> <a href="#">Street Food Infographic</a> <a href="#">Too Many Tamales Story</a> <a href="#">Spanish Cuisine</a> <a href="#">How To Make Paella</a>	<a href="#">Spanish Omelet Video</a> <a href="#">Spanish Omelet Recipe</a> <a href="#">Iconic Food Of The World</a>
<b>Interdisciplinary Connections</b>	<p><b>ELA</b></p> <ul style="list-style-type: none"> <li>• SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly</li> <li>• L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies</li> <li>• RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue</li> <li>• W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate</li> <li>• L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening</li> </ul> <p><b>Visual and Performing Arts</b></p> <ul style="list-style-type: none"> <li>• 1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>• 1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).</li> </ul>		
<b>Career Readiness, Life Literacies and Key Skills</b>	<ul style="list-style-type: none"> <li>• 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose</li> <li>• 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</li> <li>• 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations</li> <li>• 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose</li> </ul>		
<b>Computer Science and Design Thinking</b>	<ul style="list-style-type: none"> <li>• 8.2.8.ITH.2: Compare how technologies have influenced society over time</li> </ul> <p>Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p>		



Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

### WORLD LANGUAGES: Grade 6

#### PROFICIENCY LEVEL: Novice Mid/Novice High

#### DISCIPLINARY CONCEPTS: Interpretive, Interpersonal, and Presentational Modes of Communication

#### UNIT 5: Play Ball

##### Core Ideas:

1. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
2. Interpersonal communication between and among people is the **spontaneous** exchange of information and the negotiation of meaning.
3. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

##### Intercultural Statements:

1. Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs) the way a native speaker living in the target culture interprets meaning in the target culture's society.
2. Learners recognize and identify a few typical practices of the target culture.

**Performance Expectations:**

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.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.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 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.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.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 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.

#### **Essential Questions:**

EQ: How do baseball and dominoes serve as leisure activities that can unite generations?

EQ. How do sports reflect culture?

EQ. What do sports mean to me?

EQ. How have Hispanic athletes influenced sports?

EQ. What are important personality traits of an athlete?

EQ. Who will be the top athletes in the future?

EQ. Am I competitive?

EU. Hispanic people are famous for their love of baseball. Many famous Hispanic baseball players have played in the American leagues.

EU: Baseball is the official sport of the Dominican Republic; more than 76 American major league players were born in San Pedro de Macoris, Dominican Republic

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
un gran slam, jonrón, triple, doble, sencillo, la base (primera, segunda, tercera), el bate, el béisbol, la gorra, el campo, el casco, el deporte, el diamante, el equipo, el jugador, la liga, la pelota, el uniforme, la Serie Mundial, los aficionados, el barrio, la liga, el campeonato,	Students will be able to: <ul style="list-style-type: none"> <li>● describe the sports that they enjoy watching</li> <li>● read an article about sports in the target language and answer questions</li> <li>● use common sports vocabulary, particularly baseball</li> </ul>	<ul style="list-style-type: none"> <li>● Guía de anticipación: what do you know about baseball?</li> <li>● Recite a Gouin series with accompanying gestures: Juego béisbol. Llevo el uniforme. Lanza la pelota. Batea la pelota. Corre. Coge la pelota. Tira la pelota. Toca la base. Trota por las bases. Gana el</li> </ul>	<p><b><u>Interpretive.</u></b> Given a blank baseball diamond, you will hear a series of plays narrated. Mark the players in position and draw arrows to show their movement.</p> <p><b><u>Interpersonal.</u></b> Have a discussion with your partner about the</p>

<p>las estrellas, echar, correr, batear, coger, deslizarse, echar, ganar, gritar, jugar, lazar, llevar, perder, robarse, tirar, tocar, trotar, el dogout/el banco, el jardín derecho/ central/ izquierdo, un fly/un palomón, un jonrón, un out, un foul, el pelotero (ball player), el bateador, el cácher/el receptor, el campo corto, el jardinero (derecho, central, izquierdo), el pitcher, el primera base, el segunda base, el tercera base, las palomitas, el perro caliente.</p> <p><b>Grammar:</b> Comparatives/ superlatives. -ar, -er, -ir verbs</p>	<ul style="list-style-type: none"> <li>● give their opinion on extreme sports and the risks surrounding them</li> <li>● compare the top 3 hispanic athletes</li> <li>● analyze the career trajectories of athletes from two different sports, using a Venn diagram</li> <li>● compare and contrast sneaker endorsements by famous athletes</li> <li>● compare the salaries of famous athletes</li> <li>● explain why baseball is so important in the Dominican Republic</li> </ul> <p><b>I Can Statements</b></p> <ul style="list-style-type: none"> <li>● I can identify events that already occurred.</li> <li>● I can identify if a sporting event was won/lost/tied and how someone felt about the end result.</li> <li>● I can interpret an infographic and extract information from it</li> <li>● I can deliver a sportscast about a sporting event that occurred in the past.</li> <li>● I can compare and contrast the top athletes of today</li> <li>● I can compare and contrast the top athletes of the past</li> <li>● I can ask/answer questions about a sporting event I attended (what sport, where it was, events that occurred</li> </ul>	<p>partido. ¡Grita!</p> <ul style="list-style-type: none"> <li>● Sequencing activity. You will be given 20 different baseball cards to put in order as the action of the game unfolds. Work with a partner.</li> <li>● Using the baseball diamond graphic, take each of the 5 situation cards and tell what your next play would be.</li> <li>● Are you Competitive?- Messi/Kobe lesson comparing experience/fame/salary</li> <li>● <a href="https://www.youtube.com/watch?v=4HsqAU9dgVo">https://www.youtube.com/watch?v=4HsqAU9dgVo</a></li> <li>● Use the #eldeportees hashtag on social media to ask others what sports mean to them.</li> <li>● Compare the 3 best athletes of all time graphic</li> <li>● Who will become the next best athlete? Read the article and, pretending to be a literary critic, write a headline and short synopsis of it.</li> <li>● Interpret the infographic, <i>women's guide to football</i>; in pairs, list three major takeaways.</li> <li>● Presentation: Students work in groups of 3 to read a sport-specific book in Spanish and to prepare a multimedia presentation for the class. Books to consider are: <i>Fútbol en Acción, Béisbol en Acción, Fútbol Americano en Acción, Porristas (cheerleaders), Patinetas en Acción, y Basquetbol en Acción.</i></li> <li>● Los verbos en el tiempo futuro: Tell</li> </ul>	<p>greatest active baseball player today. Explain what is needed to be considered great. Take turns speaking and keep the discussion going for two minutes.</p> <p><b>Presentational:</b> Make a graphic named "Hall of Fame." List 8-10 qualities that are needed in a successful athlete and illustrate them with pictures from the Internet. Post your graphic on the class Padlet wall.</p>
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	during the game, and the end result).	<p>if each statement is possible or impossible</p> <ul style="list-style-type: none"> <li>You and your family went to the World Cup in Brazil, <i>La Copa Mundial</i>, or the Olympics in Sochi, <i>Las Olimpiadas</i>. Using the chrome books, do some research on the World Cup so that you can have a rich conversation about it. Upon returning, you will be sharing events you witnessed to friends and family. Present in groups of four.</li> </ul>	
<b>Resources/Materials</b>	<a href="#">Tio Spanish Sports</a> <a href="#">Sports Infographic</a> <a href="#">History Of Soccer Infographic</a> <a href="#">Commercial</a> <a href="#">#Eldeportees</a> <a href="#">Extreme Skate Boarding</a> <a href="#">Extreme Biking</a> <a href="#">Extreme Sports: Volcano Boarding</a> <a href="#">Extreme Snowboarding</a> <a href="#">Big Wave Surfing</a> <a href="#">Best Athlete: Messi</a> <a href="#">Best Athlete Messi</a> <a href="#">What Is An Ultramarathon?</a>	<a href="#">Lorena Ramiera Hernandez Video</a> <a href="#">Lrh Article</a> <a href="#">Nike Huaraches</a> <a href="#">Jose Altuve Video</a> <a href="#">Altuve Video 2</a> <a href="#">Altuve Video 3</a> <a href="#">Altuve Article</a> <a href="#">Messi Video 1</a> <a href="#">Messi Video 2</a> <a href="#">Comparison Template</a> <a href="#">Ask Akinator</a> <a href="#">Are You Competitive</a> <a href="#">Messi/Kobe Chart</a>	
<b>Interdisciplinary Connections</b>	<p><b>ELA</b></p> <ul style="list-style-type: none"> <li>W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</li> <li>SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information</li> </ul>		
<b>Career Readiness, Life Literacies and Key Skills</b>	<ul style="list-style-type: none"> <li>9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.</li> <li>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.</li> <li>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</li> </ul>		
<b>Computer Science and Design</b>	<ul style="list-style-type: none"> <li>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and</li> </ul>		

<b>Thinking</b>	cultural issues. <ul style="list-style-type: none"> <li>8.2.8.ITH.2: Compare how technologies have influenced society over time</li> </ul>
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<b>Modifications</b>				
<b>Multilingual Learners</b>	<b>Special Education</b>	<b>At Risk of School Failure</b>	<b>Gifted and Talented</b>	<b>504</b>
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling