

Spanish 6

Unit 1: Home

Stage 1: Desired Results

Standards & Indicators:

- 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.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.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.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Idea
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools

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are appropriate for creating text, visualizations, models, and communicating with others.

Central Idea/Enduring Understanding:

Students use the target language in the three modes of communication to explore personal, family, and home, and those of Spanish-speaking countries and cultures, and examine what they share in common with the families and homes of the target culture. They understand that they can enhance their experiences and connections with others through language.

Essential/Guiding Question:

- What is culture?
- Why study another culture?
- How does where I live shape who I am?
- How are language and culture linked?
- What can I learn about my own language and culture from the study of others?
- How can I enhance my connections with people through language?
- How does the study of another language and culture make the world smaller?
- How can learning and using a language help me assimilate into a new culture?

Content:

- Culturally appropriate expressions and gestures for greetings and introducing oneself/others
- Emotions
- Family members and pets
- Friends
- Rooms of the house/home
- Structures necessary to:
 - Express basic needs
 - Express what they and others have
 - Ask others what they have
 - Describe family and friends
 - Ask and tell the names of others
- Memorized and frequently practiced questions associated with basic needs and presenting others.

Skills (Objectives):

In this unit, students will learn to...

- Introduce themselves and others
- Express how they feel and basic needs using TENER expressions and the verb ESTAR
- Understand the forms and uses of TENER to describe what you or others have
- Understand the question ¿Qué es?
- Identify and list the members of the family
- Present friends and family members to one another
- Ask for the names of others
- Identify and label the rooms of the house
- Recognize descriptions of family members, friends, and home, as found in culturally authentic oral and written texts
- Ask and answer memorized questions related to personal needs, family, friends, pets, home, and rooms of the house
- Compare Latino family structures and customs to those of the United States
- Understand the diversity of household dwellings in Spanish-speaking countries
- Express preferences about household dwellings
- Share insight with a group or partner on cultural practices
- Identify culturally specific phrasing, gestures, and courtesies within the home in Spanish-speaking cultures

Interpretive:

- Interpret authentic writing and video/audio texts such as blogs, online biographies, social network sites, stories, and short video clips that focus on the identification of family members, friends, pets, and rooms of the house

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	<p>Interpersonal:</p> <ul style="list-style-type: none"> ● Engage in short, unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to family, friends, pets, and home <p>Presentational:</p> <ul style="list-style-type: none"> ● Use lists, chunks of language, and memorized phrases to introduce family, describe family and friends, and talk about self while using culturally appropriate gestures and intonation
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Interdisciplinary Connections:

English

- Identify cognates in a text and use them to infer the main idea
- Read texts, summarize, and infer the meaning of vocabulary
- Assign correct punctuation in a sentence
- Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective, with scaffolding
- Communicate in sentences
- Make introductions
- Discuss language use and dialects
- Read and respond to different types of literature: ads, menus, brochures, dialogues, etc.
- Ask and answer questions

- Predict the meaning of words and phrases when used in a dialogue or article on familiar topics
- Create informational presentations
- Describe how people feel
- Recognize and use some common adjectives that describe conditions and emotions
- Describe what someone has using the verb- to have
- Construct sentences distinguishing between variable and invariable qualities of people and things

Math

- Tell someone the date
- Use cardinal numbers to tell quantity, age, day, and year
- Represent quantities

Art/Music

- Demonstrate understanding of written and spoken materials through the use of drawings and other visuals

Social Studies

- Recognize and identify the 21 Spanish-speaking countries.
- Read, summarize, and discuss cultural articles and topics on Latino lifestyle, holidays, traditions, peoples, dwellings, families, and celebrations.

Stage 2: Assessment Evidence

Performance Task(s):

SUMMATIVE ASSESSMENTS

Listening Tasks

Learners respond to the teacher's oral message by:

Other Evidence:

FORMATIVE ASSESSMENTS

- Do-now's
- Class participation
- Exit Tickets

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<ul style="list-style-type: none"> ● Identifying the written word or phrase on a worksheet or game ● Matching visual to oral output on a worksheet or game. ● Listing words or chunk phrases heard in a sentence or message. ● State true/ false to match oral output in the target language to the visual. ● Drawing the word or phrase. ● Using rejoinders to match oral questions or phrases to its most logical response. <p>Reading Tasks</p> <ul style="list-style-type: none"> ● Small readings from stories, products, signs, newspaper clippings, songs, poems, and social media ● Reading generated by the teacher with thematic vocabulary and learned vocabulary, and phrases ● Fill-in-the-blanks sentences with word banks ● True/False Questions ● Multiple Choice ● Cloze Sentences ● Direct questioning: Questions can be in the native language or the target language, based on learners' level and ability <p>Writing Tasks</p> <ul style="list-style-type: none"> ● Students construct a simple sentence out of memorized, practiced words and phrases, using word banks <p>Speaking Tasks</p> <ul style="list-style-type: none"> ● Students respond to simple, rehearsed questions with memorized words and phrases 	<ul style="list-style-type: none"> ● Choral Repetition ● Worksheet Exercises ● Turn & Talk ● Write.Mix.Pair.Share ● Flashcards ● Bingo/Lotería games ● Vocabulary games using digital platforms (Kahoot, Blooket) ● Student A/ Student B Speaking Tasks
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>General Instructional Strategies for Communicative-based Language Classrooms</p> <ul style="list-style-type: none"> ● Maximize the use of the target language with most instructions, directions, and explanations given in the target language if possible, based on terms of relevance, learning styles, and abilities. ● Repeat previously-learned material through activities, readings, songs, and games. ● Establish a consistent routine and structure. ● Use repetitive language within your routine. ● Use real objects, gestures, pictures, and other visuals to convey meaning. ● Focus on language that is concerned with functional situations and authentic utterances 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● Teacher-generated activities, worksheets, and assessments ● Children's stories and fairytales from Spanish-speaking countries ● Quizlet, Kahoot, Blooket ● Google Tools: Classroom, Slides, Docs, Forms, etc. ● Authentic videos and movie clips in the target language <p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> ● LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth ● LGBTQ+ Books <p>DEI Educational Resources:</p>
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<ul style="list-style-type: none"> ● Do not always insist on complete sentences, but mirror natural speech patterns. ● Teach vocabulary in context, including all kinds of idioms and phrases. ● Use paired activities and small-group learning. ● Use technology ● Use a variety of print and nonprint materials. ● Strive to develop cultural awareness using authentic cultural realia as a springboard for communication in the language. ● Emphasize acceptable communication, rather than near-native pronunciation. ● Ensure a match between the learner and the language in terms of relevance and learning style. 	<ul style="list-style-type: none"> ● Learning for Justice ● GLSEN Educator Resources ● Supporting LGBTQIA Youth Resource List ● Respect Ability: Fighting Stigmas, Advancing Opportunities ● NJDOE Diversity, Equity & Inclusion Educational Resources
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> ● Adjusted questioning techniques and higher-order questions ● Curriculum compacting (Pre-assessment and alternative assignments) ● Web-based Learning ● Personalized assignments with individualized enrichment materials ● Open-ended questions ● Varying sets of reading comprehension questions to answer ● Focus on accuracy ● Choice Boards/Tiered Assignments/Scaffolding ● Assignments designed to meet the needs of heritage speakers. 	<ul style="list-style-type: none"> ● Independent/ Small group work ● Learning centers ● Adjusted questioning techniques and higher-order questions ● Curriculum compacting (Pre-assessment and alternative assignments) ● Web-based Learning ● Personalized course packet with individualized enrichment materials ● Open-ended questions ● Varying sets of reading comprehension questions to answer ● Focus on accuracy ● Choice Boards/Tiered Assignments/Scaffolding 	<ul style="list-style-type: none"> ● Learning centers ● Use of flashcards ● One-on-one coaching with a student, designed around his/her specific challenges ● Mini lessons ● Small groups are designed around students' strengths and weaknesses so that they can tutor each other ● Individualized remediation and enrichment materials ● Continually assess and adjust content to meet students' needs ● Extended time on activities/ assessments ● Grade for content, not spelling ● Give directions through several channels: auditory, visual, kinesthetic, and model ● Use adapted text/worksheets 	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

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		<ul style="list-style-type: none">• Give immediate feedback• Vary grouping arrangements: small, large, individual• Utilize the peer buddy system in cooperative learning• Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids• Use various techniques and materials to teach a lesson, based on the students' functioning level• Provide correctly completed examples• Provide frequent reviews of current concepts and information taught• Break assignments into smaller tasks• Use drill and repetition• Use of memory aids/mnemonic devices• Frequently check for understanding• Re-teach and review requisite skills before introducing a new skill or concept• Learning/Behavior Contracts• Choice Boards/Tiered Assignments/Scaffolding• Use games and simulations• Use TPR (Total Physical Response)• Role playing, Dramatization, props for dialogs• Provide visual aids• Repeated directions• Differentiate based on	
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		proficiency <ul style="list-style-type: none"> • Provide word banks • Allow for translators, dictionaries 	
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Pacing Guide

Content	Resources	Standards
UNIT 1: Home		
23 Days <ul style="list-style-type: none"> • Culturally appropriate expressions and gestures for greetings and introducing oneself/others • Emotions • Family members and pets • Friends • Rooms of the house/home • Structures necessary to: <ul style="list-style-type: none"> ○ Express basic needs ○ Express what they and others have ○ Ask others what they have ○ Describe family and friends ○ Ask and tell the names of others • Memorized and frequently practiced questions associated with basic needs and presenting others. 	<ul style="list-style-type: none"> • Teacher-generated activities, worksheets, and assessments • Children’s stories and fairytales from Spanish-speaking countries • Quizlet, Kahoot, Blooket • Google Tools: Classroom, Slides, Docs, Forms, etc. • Authentic videos and movie clips in the target language LGBTQ and Disabilities Resources: <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books DEI Educational Resources: <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas. Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources Unit Assessment	7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.IPERS.6 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 7.1.NM.PRSNT.6