

Lakewood Township School District Curriculum Guide

Grade: Sixth	Content Area: World Language (Spanish)
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Original Adoption: 2023 NJSLS English Language Arts and English as a Second Language (8-21-24); Math NJSLS Mathematics (8-21-24); 2020 NJSLS Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

Created By: World Language Curriculum Team

Proficiency Level: Novice-High

Recommended Pacing Guide

Unit 1 Conociéndonos	15 days
Unit 2 ¿Qué te gusta hacer?/Mis amigos y yo	30 days
Unit 3 Somos estudiantes/En la escuela	30 days
Unit 4 Comer en Familia	15 days

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- **Holocaust and genocides** ([N.J.S.A. 18A:35-28](#))
- **History and contributions of African-Americans** (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- **Highlight and promote diversity and inclusion** (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- **History of disabled and LGBT persons** included in middle and high school curriculum ([Section 18A:35-4.35](#))
- **Climate Change** - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please [click here](#) for specific examples (by subject).

Introduction

The purpose of the 6-8 World Language program is to focus on the continued development and strengthening of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. Students begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the language. They continue to focus on communicating with others about their immediate world and daily life activities, read material on familiar topics, and write short, directed

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compositions. The major means of communication between students and instructors will be in the target language and range in levels of proficiencies. The intended objective of developing proficient communication skills is achieved by using the 5 C's of Language Learning: Communication, Cultures, Connections, Comparisons, and Communities; while giving students opportunities to interact in all three Modes of Communication: Interpretive, Interpersonal, and Presentational. The fundamentals of Spanish pronunciation, grammar, and culture are presented through a balanced development of all four skills: listening, speaking, reading, and writing. The importance of communication and cultural awareness is stressed through a wide variety of activities (group/pair work, video, audio recordings, computer assignments, etc.).

Unit 1: Conociéndonos

Duration: 15 days

Unit Rationale

Students use the Spanish language in the three modes of communication to explore physical characteristics, and personality descriptions. They understand that their experiences help shape their personal identity. Students will learn the language vocabulary and structures needed to describe physical qualities and personality qualities, express emotions, express likes and dislikes related to pastimes, tell their age, give and respond to commands, and express where one lives and goes to school.

Suggested Accommodations

Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.

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- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home

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- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Disciplinary Concepts and Core Ideas

Interpretive Mode of Communication	In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”
Interpersonal Mode of Communication	In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.
Presentational Mode of Communication	In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

Focus Standards

Interpretive Mode of Communication

- 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

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commands.

- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

Interpersonal Mode of Communication

- 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.

Presentational Mode of Communication

- 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.

Supporting Standards

- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 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.

Interdisciplinary Connections

Language

- L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening
- 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.

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Reading

- 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.
- RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- RL.IT.6.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

Speaking and Listening

- 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.
- SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Writing

- W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
- W.W.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Social Studies

- 6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.
- 6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.A.3.d Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now

Computer Science & Design Thinking

- 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
- 8.1.8.NI.3: Explain how network security depends on a combination of hardware, software, and practices that control access to data and systems.
- 8.1.8.NI.4: Explain how new security measures have been created in response to key malware events.
- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

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- 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies

Career Readiness, Life Literacies & Key Skills

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions
- 9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process
- 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2). • 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their

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economic impacts of decisions.	work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations

Alternative Assessments:

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of

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<ul style="list-style-type: none"> Questions and answers Do-Now Thumbs up/down White boards Open-ended questions Group/pair activities Exit cards Total Physical Response Four Corners Use free music sites to listen to and learn authentic songs from a Spanish-speaking country. 	<p>the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example. Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> Rubrics Student Growth Objective Role play/skits End of unit assessments 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> Assessments on Kahoot Chapter assessment

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Greetings, introductions, and farewells are important ways to show respect and build relationships. Families and communities are diverse, and learning about others helps us appreciate differences. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> How do I greet and say goodbye to others respectfully? How can I introduce myself and others in a friendly way? How are greetings and leave-takings from target culture similar or different from my own?
<p>Content: Students will know:</p> <ul style="list-style-type: none"> vocabulary to describe physical characteristics vocabulary to describe personality qualities vocabulary to describe pastime activities expressions of like and dislike numbers 1-31 	<p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> recognize descriptions of people and pastime preferences as found in culturally authentic oral and written texts. ask memorized questions related to physical characteristics, personality qualities, age, and pastime activities using digital tools.

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<ul style="list-style-type: none"> ● expressions used to indicate location ● memorized and frequently practiced questions associated with physical characteristics, personality qualities, age, emotions, and preferences related to pastimes ● culturally appropriate expressions and gestures to greet and take leave ● how to raise or lower intonation when asking different types of questions 	<ul style="list-style-type: none"> ● answer simple questions related to physical characteristics, personality qualities, age, and pastime activities using digital tools. ● use appropriate greetings and leave-taking from the target culture. ● imitate appropriate intonation for asking different types of questions in the target language (if appropriate in the target language). ● describe self and others using oral or written text. ● retell highlights from a culturally authentic children’s text (oral or written) that includes physical characteristics, personality qualities, pastime activities, and likes and dislikes. ● identify culturally specific pastime activities.
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students’ learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Whiteboard activities ● Role play ● Teacher Discovery: ● Puzzles, Flip Charts, Flashcards, Informational texts, Cultural Fables & Folklore texts, Handout- Activities, Songs, Manipulatives, Posters & Authentic Materials ● 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● <i>Avancemos Level 1, Unidad Preliminar: Nueva York, ¡Hola!</i> ● Achieve 3000 ● CommonLit ● Newsela ● Studyspanish.com ● Youtube ● OnlinefreeSpanish ● Quizlet ● Kahoot! ● Lyricstraining.com ● BrainPop/BrainPopEspañol/BrainPopELL
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Unit 2: ¿Qué te gusta hacer?/Mis amigos y yo	Duration: 30 days
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Unit Rationale

Students use the Spanish language in the three modes of communication to explore pastime preferences and examine what they share in common with members of the Spanish culture. Students understand that their school experiences in some ways are similar to and different from that of students in the target culture. Students will learn the vocabulary and language structures needed to express time, ask memorized

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questions related to school activities in the present time frame, and answer simple questions related to school activities in the present time frame.

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504 Plans:

- Follow all 504 plans
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- Introduce key vocabulary before lesson
- Teacher reads aloud daily
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- preferential seating

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- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
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Students at Risk of Failure:

- Alternative assessment
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Economically Disadvantaged:

- Extra Materials Provided
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- Study Guides Gifted and Talented
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- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

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- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
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- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Disciplinary Concepts and Core Ideas

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Interpersonal Mode of Communication

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Supporting Standards

- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 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.

Interdisciplinary Connections

Language

- L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening
- 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.

Reading

- 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.
- RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
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- RL.IT.6.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

Speaking and Listening

- 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.

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- SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Writing

- W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
- W.W.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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- 6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.
- 6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.A.3.d Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

Computer Science & Design Thinking

- 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
- 8.1.8.NI.3: Explain how network security depends on a combination of hardware, software, and practices that control access to data and systems.
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- 8.2.8.ITH.2: Compare how technologies have influenced society over time
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies

Career Readiness, Life Literacies & Key Skills

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

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- 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process
- 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2). • 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow

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	through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards	
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one's feelings and thoughts ● Recognize the impact of one's feelings and thoughts on one's own behavior ● Recognize one's personal traits, strengths, and limitations ● Recognize the importance of self-confidence in handling daily tasks and challenges <p>Self-Management</p> <ul style="list-style-type: none"> ● Understand and practice strategies for managing one's own emotions, thoughts and behaviors ● Recognize the skills needed to establish and achieve personal and educational goals ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals 	

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Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards
- Total Physical Response
- Four Corners
- Use photo-editing or dress-up apps for dressing people up in different clothing items.
- Use a coloring program to create and decorate a house with different rooms.

Alternative Assessments:

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native

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	<p>speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example. Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubrics ● Student Growth Objective ● Role play/skits ● End of unit assessments 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Assessments on Kahoot ● Chapter assessment

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Language and culture are inextricably linked, and learning how to talk about pastimes is a key way to connect and interact with people from Spanish-speaking countries. ● Pastime activities vary between cultures and reflect underlying cultural values and perspectives (e.g., the emphasis on soccer in many Spanish-speaking countries or salsa dancing as a social activity). ● Personal identity is developed through experiences within one's community and culture at large, including hobbies and leisure activities. ● Cultural perspectives influence what is considered a "typical" pastime and how much importance is placed on individual vs. group activities (e.g., the strong emphasis on family time in some Hispanic cultures). 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How does where I live and my culture shape the activities I enjoy in my free time? ● How do pastimes in Spanish-speaking cultures reflect the values and daily life of the people? ● What can I learn about my own culture from studying the pastimes of others? ● How do I use Spanish vocabulary and phrases to appropriately ask about and describe hobbies in a culturally sensitive way? ● In what ways are my leisure activities similar to or different from those of my peers in Spanish-speaking countries?
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<p>Content: Students will know:</p> <ul style="list-style-type: none"> ● famous performers and athletes ● the Spanish p, t, and ñ, the English p, t, and /ny/ sound ● Paseo del Río as a place of interest ● how to discuss activities, stating what they like to do using ser and gustar ● lesson vocab and geography 	<p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> ● practice vocabulary: daily activities and likes and dislikes ● state preferences about favorite activities ● understand activity vocabulary in context ● identify Latin American countries ● use surveys to talk about favorite activities
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<ul style="list-style-type: none"> • how to apply gustar + infinitives. 	<ul style="list-style-type: none"> • explain what students in a dual-language school in Florida like to do in their free time • read about Hernando de Soto's exploration of the southeastern U.S. • calculate geographical distances • understand vocabulary in context: descriptive words • practice using definite and indefinite articles. • practice noun-adjective agreement. • practice using adjectives that describe people. • practice the Spanish p, t, and ñ, the English p, t, and /ny/ sound
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> • Teacher Discovery: Puzzles, Flip Charts, Flashcards, Informational texts, Cultural Fables & Folklore texts, Handout- Activities, Songs, Manipulatives, Posters & Authentic Materials 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • Avancemos Level 1, Unidad 1: Estados Unidos "Un rato con los amigos", Lección 1 "¿Qué te gusta hacer?" • Avancemos Level 1, Unidad 1, Estados Unidos, "Un rato con los amigos", Lección 2: "Mis amigos y yo" • Google Classroom/ Google Docs / Google Slides • Youtube • OnlinefreeSpanish • Quizlet • Kahoot! • Lyricstraining.com • BrainPop/BrainPopEspañol/BrainPopELL • Rockalingua • Quia • Newsela
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Unit 3: Somos estudiantes/En la escuela	Duration: 30 days
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Unit Rationale

Students use the target language in the three modes of communication to explore school life in the home and target cultures (i.e. classes, schedules, school supplies, activities, and preferences). Students

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understand that their school experiences in some ways are similar to and different from that of students in the target culture. Students will learn the vocabulary and language structures needed to:

- Express time
- Ask memorized questions related to school activities in the present time frame
- Answer simple questions related to school activities in the present time frame

Suggested Accommodations

Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson

- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Focus Standards

Interpretive Mode of Communication

- 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).

Interpersonal Mode of Communication

- 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.

Presentational Mode of Communication

- 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.

Supporting Standards

- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
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Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
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communicate effectively.	
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Social Emotional Learning Standards

Self-Awareness

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher Observations ● Role play/skits ● Peer Assessments 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Checklist ● Exit tickets ● Journals and reflections
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<ul style="list-style-type: none"> ● Quizzes ● Student participation ● One-on-one assessment ● Group assessment ● Peer assessment ● Self-assessment ● Project-Based Assessments ● Listening Comprehension ● Oral presentations ● Questions and answers ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards ● Total Physical Response ● Four Corners 	<ul style="list-style-type: none"> ● Think, pair and share ● Listen and draw what you hear ● Listen and translate ● ChatterPix ● Flipgrid <p>Student Assessment Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubrics ● Student Growth Objective ● Role play/skits ● End of unit assessments 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Assessments on Kahoot ● Chapter assessment

Knowledge & Skills

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<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Language learning reveals cultural values, beliefs, and practices (e.g., lunch habits, school structure). ● Students' school lives, though seemingly unique, share universal aspects, while cultural differences (like time, transportation, food) offer insights into diverse communities. ● Mastering vocabulary (subjects, supplies, time) and simple grammar (asking/answering questions) allows for meaningful interaction and information exchange. ● Describing one's own school life in Spanish helps students understand their own routines and compare them to peers in Spanish-speaking countries. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How is school life in the target culture similar/different to my own? ● What does a typical school day look like in my life, and how can I describe it in Spanish? ● Why do different cultures have different school schedules or customs (like lunch)? ● How does knowing Spanish help me understand and connect with a global community? ● What vocabulary and sentence structures do I need to talk about my classes, schedule, and feelings at school?
<p>Content: Students will know:</p> <ul style="list-style-type: none"> ● vocabulary words as related to: school subjects, classroom objects, furniture, school supplies, and activities associated with school ● ordinal numbers ● question words ● numbers for telling time ● days of the week ● months of the year ● expressions associated with telling time (i.e. morning, afternoon, evening) ● cultural products related to school ● cultural practices related to school ● the structures necessary to: <ul style="list-style-type: none"> ○ express likes or dislikes ○ give and respond to commands (as memorized chunks) ○ indicate location ○ demonstrate understanding of commands related to school routine ○ identify information related to class schedules and school activities as found in culturally authentic electronic information sources and other written texts ○ ask memorized questions related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication 	<p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> ● recognize familiar school vocabulary as found in culturally authentic video clips from the target culture ● demonstrate understanding of commands related to school routine ● identify information related to class schedules and school activities as found in culturally authentic electronic information sources and other written texts ● answer simple questions related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication ● inquire about preferences related to school ● respond to questions about preferences related to school ● compare school life in the home and target culture(s)

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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Teacher Discovery: Puzzles, Flip Charts, Flashcards, Informational texts, Cultural Fables & Folklore texts, Handout- Activities, Songs, Manipulatives, Posters & Authentic Materials 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Avancemos Level 1, Unidad 2: “Vamos a la escuela” México, Lección 1 “Somos estudiantes”. ● Avancemos Level 1, Unidad 2: “Vamos a la escuela” México, Lección 2 “En la escuela” ● Google Classroom/ Google Docs / Google Slides ● Youtube ● OnlinefreeSpanish ● Quizlet ● Kahoot! ● Lyricstraining.com ● BrainPop/BrainPopEspañol/BrainPopELL ● Rockalingua ● Quia ● Newsela
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Unit 4: Comer en Familia	Duration: 15 days
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Unit Rationale

Students use the target language in the three modes of communication to explore cultural products and practices related to food in the home and target cultures. They compare eating habits of teenagers in the home and target cultures. Students will learn the vocabulary and language structures needed to describe a variety of foods, order and pay for food, and extend, accept, and refuse an invitation.

Suggested Accommodations

- Multi Language Learners:**
- Flexible/Cooperative Grouping
 - Visuals (Board and handouts)
 - Flashcards (Digital and paper)
 - Alternative assessment
 - Flexible/cooperative grouping
 - Graphic organizers
 - Native Language Support and Resources
 - Modified Instructions/Assessments/Assignments
 - Chunking
 - Build background knowledge

- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

Students at Risk of Failure:

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- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Focus Standards

Interpretive Mode of Communication

- 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).

Interpersonal Mode of Communication

- 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

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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.

Presentational Mode of Communication

- 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.

Supporting Standards

- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 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.

Interdisciplinary Connections

Language

- L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening
- 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.

Reading

- 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.
- RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

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- RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- RL.IT.6.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

Speaking and Listening

- 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.
- SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Writing

- W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
- W.W.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Social Studies

- 6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.
- 6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.A.3.d Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

Computer Science & Design Thinking

- 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
- 8.1.8.NI.3: Explain how network security depends on a combination of hardware, software, and practices that control access to data and systems.
- 8.1.8.NI.4: Explain how new security measures have been created in response to key malware events.
- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
- 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies

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Career Readiness, Life Literacies & Key Skills

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions
- 9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process
- 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2). • 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to

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	<p>issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

Social Emotional Learning Standards
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one's feelings and thoughts

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- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards

Alternative Assessments:

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

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<ul style="list-style-type: none"> Open-ended questions Group/pair activities Exit cards Total Physical Response Four Corners Live cams 	<p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> Rubrics Student Growth Objective Role play/skits End of unit assessments 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> Assessments on Kahoot Chapter assessment

Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Food and its related cultural practices (e.g., meal times, who you eat with, the pace of eating) provide insight into a culture's values, priorities, and identity. There are diverse "typical" foods and meal-taking practices associated with different Spanish-speaking cultures around the world. Family meals often serve as important social and cultural events that emphasize togetherness and communication in Spanish-speaking communities. Comparing their own food habits and family meal traditions to those in Spanish-speaking countries helps them gain new perspectives 	<p>Essential Questions:</p> <ul style="list-style-type: none"> How does food vocabulary vary from country to country (e.g., choclo vs. elote for corn)? What does the culture of mealtimes (like sobremesa, the post-meal conversation) tell us about Hispanic culture compared to our own? How do typical foods reflect a person's or region's culture?)

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<p>and challenge assumptions about other cultures.</p>	
<p>Content: Students will know:</p> <ul style="list-style-type: none"> • how to talk about foods and beverages in target language • how to ask and answer questions about food preferences in target language • how to compare traditional dishes of Puerto Rico and El Salvador • the Spanish letters r and rr; the letter j in Spanish and in English • the quinceañera celebration in Peru and Puerto Rico • vocabulary associated with table setting (plate, bowl, knife, fork, spoon, napkin, and tablecloth) • adjectives used to describe food (e.g. fresh, frozen, canned, and homemade) • adjectives to describe size and shape of food 	<p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> • demonstrate comprehension of a series of oral and written directions as related to food products and practices • recognize and use common gestures and cultural practices associated with food • ask memorized questions related to food preferences, products, and practices • answer simple questions related to food preferences, products, and practices • engage in an unrehearsed conversation to order a meal • present information related to food preferences, products, and practices in the target culture based on information found in age- and level-appropriate, culturally authentic materials • name common vegetables, fruits, grains, proteins, and dairy items • name common 'empty calorie' foods • describe quantity (e.g. ounce, gram, pound, kilo, teaspoon, tablespoon, cup, and slice) • identify culturally authentic gestures and practices associated with eating • convert currency from target culture to American equivalent

Core Instructional & Supplemental Materials
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<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> • Teacher Discovery: Puzzles, Flip Charts, Flashcards, Informational texts, Cultural Fables & Folklore texts, Handout- Activities, Songs, Manipulatives, Posters & Authentic Materials 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • Avancemos Level 1, Unidad 3: "Comer en familia" Puerto Rico, Lección 1 "Mi comida favorita" • Avancemos Level 2, Unidad 5: "¡A comer!" España, Lección 2: ¡Buen provecho! • Google Classroom/ Google Docs / Google Slides • Youtube • OnlinefreeSpanish • Quizlet • Kahoot! • Lyricstraining.com • BrainPop/BrainPopEspañol/BrainPopELL
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- Rockalingua
- Quia
- Newsela