

ESSEX FELS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

Elementary Spanish

Grade: 6

ABSTRACT

The Grade 6 Spanish curriculum strengthens students' Novice Low proficiency in listening, speaking, reading, and writing through the Interpretive, Interpersonal, and Presentational modes of communication. Students explore thematic units while expanding vocabulary, literacy skills, and cultural understanding. Through authentic texts, collaborative activities, presentations, and cultural exploration, students develop communication skills and deepen their understanding of Spanish-speaking communities, global perspectives, and cultural diversity. Instruction includes interdisciplinary connections and differentiated learning experiences, with student progress measured through formative, summative, performance-based, and benchmark assessments.

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Grade 6 Spanish

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Unit 1: Reading VOCES/Cultural Exposure <i>September-November (10 weeks)</i>	Unit 2: All About Me/ Descrpciones <i>December- February (10 weeks)</i>	Unit 3: El Mundo <i>March- June (10 weeks)</i>
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	World Language Standards Interpretive Mode/Novice Low: 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	World Language Standards Interpretive Mode/Novice Low: 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	World Language Standards Interpretive Mode/Novice Low: 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. Interpersonal Mode/Novice Low: 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	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. Interpersonal Mode/Novice Low: 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	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. Interpersonal Mode/Novice Low: 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
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	the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. Presentational Mode/Novice Low: 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.	the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. Presentational Mode/Novice Low: 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.	the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. Presentational Mode/Novice Low: 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.
Interdisciplinary Connections: Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical; Practice</i> • <i>Science;</i>	ELA Companion NJSLS.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	ELA Companion NJSLS.SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	ELA Companion NJSLS.SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

● <i>Visual/Performing Arts</i> - Standard 1; ● <i>Comprehensive Health & PE</i> - Standard 2; ● <i>Social Studies</i> - Standard 6; ● <i>World Languages</i> - Standard 7;	judgments. NJSLS.RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information. NJSLS.SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). NJSLS.SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. Mathematics NJSLS.6.NS.C.7.a. Understand ordering and absolute value of rational numbers. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.	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. Mathematics NJSLS.6.NS.C.7.a. Understand ordering and absolute value of rational numbers. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.	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. Mathematics NJSLS.6.NS.C.7.a. Understand ordering and absolute value of rational numbers. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: <i>(Must have at least one standard from:</i> ● <i>9.1 Personal Financial Literacy; or</i> ● <i>9.2 Career Awareness, Exploration, Preparation & Training; or</i> ● <i>9.4 Life Literacies & Key Skills)</i>	Life Literacies & Key Skills 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect	Life Literacies & Key Skills 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity	Life Literacies & Key Skills 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity

		and respect	and respect
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • 8.1 Computer Science; or • 8.2 Design Thinking)	Design Thinking 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems. 8.2.8.NT.1: Examine a malfunctioning tool, product, or system and propose solutions to the problem.	Design Thinking 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems. 8.2.8.NT.1: Examine a malfunctioning tool, product, or system and propose solutions to the problem.	Design Thinking 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems. 8.2.8.NT.1: Examine a malfunctioning tool, product, or system and propose solutions to the problem.
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> • 9.3 Career and Technical Education)	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	• Reading and writing in other languages is an important skill • Different climates in different countries influence the culture • Each country has its own variation on language, food, culture, etc.	• Learning about everyday things at school in other languages can help you communicate with others. • Knowing the date and time helps with global communication • Descriptive vocabulary can help with understanding other cultures.	• The more you learn about culture in a foreign country the better equipt you are to communicate and understand the world around you. • Weather, climate, terrain, clothing, food and cultures help influence who we are and what we believe. • Knowing other animals around the world and knowing how to say our favorite animals can help a person connect to someone in a foreign country.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. Why is it important to learn about other cultures? 2. How does language help	1. Why should we learn about everyday vocabulary and what can we do with it?	1. How does climate and weather influence the rest of the country's culture?

	bridge gaps? 3. Why is reading in another language beneficial?	2. How can vocabulary help us connect with other people? 3. How can learning vocabulary in one language help us learn and understand multiple other languages as well as increase our knowledge of our first language?	2. How does language help you understand the global community? 3. How can we better connect with the world around us?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. Formative, 2. Summative, 3. Alternative - Performance/Project) 4. Benchmark)	Formative Assessments • Tests and quizzes • Exit tickets • SMARTBoard mini assessments • Partnering up • Individual and group response • Class participation • Classroom polls • Daily following of Spanish directions Summative Assessments • Individual verbal “presentation” • End of unit projects • Tests and quizzes • Group presentations Alternative Assessments • Group and individual projects • Picture prompted activities	Formative Assessments • Tests and quizzes • Exit tickets • SMARTBoard mini assessments • Partnering up • Individual and group response • Class participation • Classroom polls • Daily following of Spanish directions Summative Assessments • Individual verbal “presentation” • End of unit projects • Tests and quizzes • Group presentations Alternative Assessments • Group and individual projects • Picture prompted activities	Formative Assessments • Tests and quizzes • Exit tickets • SMARTBoard mini assessments • Partnering up • Individual and group response • Class participation • Classroom polls • Daily following of Spanish directions Summative Assessments • Individual verbal “presentation” • End of unit projects • Tests and quizzes • Group presentations Alternative Assessments • Group and individual projects • Picture prompted activities

	• Student choice activity showcasing different modes • Gallery walks Benchmark Assessments • Based on ACTFL Novice-Low “Can-Do” statements assessing interpersonal speaking, presentational speaking, presentational writing, interpretive listening, and reading.	• Student choice activity showcasing different modes • Gallery walks Benchmark Assessments • Based on ACTFL Novice-Low “Can-Do” statements assessing interpersonal speaking, presentational speaking, presentational writing, interpretive listening, and reading.	• Student choice activity showcasing different modes • Gallery walks Benchmark Assessments • Based on ACTFL Novice-Low “Can-Do” statements assessing interpersonal speaking, presentational speaking, presentational writing, interpretive listening, and reading.
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> • <i>Amistad Law</i> • <i>Holocaust Law</i> • <i>LGBTQ/Disabilities Law)</i>	Unit Content • Culture from different countries • Reading Spanish text • Answering and sequencing ideas in a story Multi-unit content • Numbers and counting • Days of the week • The date • Months of the year • Weather • Seasons • Culture Interpretive Activities • <u>Sequencing</u>- Students will	Unit Content • Classroom vocabulary • Colors • Numbers • Pets • Descriptions • Weather • Seasons • Date/ Calendar Multi-unit content • Numbers and counting • Days of the week • The date • Months of the year • Weather • Seasons • Culture	Unit Content • Animals (farm, jungle, marine) • Weather • Important Latinos • LatinX community and the use of gender endings to words and the new gender neutral ending • Clothing Multi-unit content • Numbers and counting • Days of the week • The date • Months of the year • Weather • Seasons

	read a passage and put the details in chronological order. Interpersonal Activities • <u>Memory</u>- Students will play memory to match images with written words of vocabulary. • <u>Pair and Share</u>- Students will pair up to discuss what they have learned, what their thoughts/interpretations are of the concepts, and to quiz each other. • <u>Flashcards</u>- Students will break up into pairs or groups and use flashcards to review vocabulary with each other. Presentational Activities • <u>Presentations</u>- Students will tell the class about a country that they have researched. • <u>Headbands</u>- Students will describe a vocabulary word on a card placed on a student's headband until they can guess what it is in Spanish. • <u>Mystery Reader</u>- Students will read a children's book to the class DEI Activities Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a)	Interpretive Activities • <u>Matching</u>- Students will draw a line connecting a picture to the written vocabulary word. • Interpersonal Activities • <u>Memory</u>- Students will play memory to match images with written words of vocabulary. • <u>Pair and Share</u>- Students will pair up to discuss what they have learned, what their thoughts/interpretations are of the concepts, and to quiz each other. • <u>Flashcards</u>- Students will break up into pairs or groups and use flashcards to review vocabulary with each other. Presentational Activities • <u>Menu</u>- Students will create a Spansih menu and share it with the class. • <u>Skits</u>- Students will create and perform a skit for the class using previously learned vocabulary. DEI Activities Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a) • Discussions of cultural differences across the	• Culture Interpretive Activities • <u>Matching</u>- Students will draw a line connecting a picture to the written vocabulary word. • Interpersonal Activities • <u>Memory</u>- Students will play memory to match images with written words of vocabulary. • <u>Pair and Share</u>- Students will pair up to discuss what they have learned, what their thoughts/interpretations are of the concepts, and to quiz each other. • <u>Flashcards</u>- Students will break up into pairs or groups and use flashcards to review vocabulary with each other. • <u>Haz La Maleta</u>- Students will play a game involving the collection of clothing for their suitcase. • <u>Headbands</u>- Students will describe a vocabulary word on a card placed on a student's headband until they can guess what it is in Spanish. Presentational Activities • <u>Presentations</u>- Students will present an important figure to
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	- Discussions of cultural differences across the Spanish-speaking world to build cultural awareness and global understanding. Amistad Law (N.J.S.A. 18A:52-16A-88) - Age appropriate discussions of Afro-Latinidad and influential figures. Holocaust Law (N.J.S.A. 18A:35-28) - Discuss promoting respect for diversity, empathy, and cultural understanding through age-appropriate discussions and learning experiences that foster inclusion and global citizenship.	Spanish-speaking world to build cultural awareness and global understanding. Amistad Law (N.J.S.A. 18A:52-16A-88) - Age appropriate discussions of Afro-Latinidad and influential figures. Holocaust Law (N.J.S.A. 18A:35-28) - Discuss promoting respect for diversity, empathy, and cultural understanding through age-appropriate discussions and learning experiences that foster inclusion and global citizenship.	the class. <u>Zoo Maps</u>- Students will create their own zoo which includes a variety of animals illustrated on a map. DEI Activities Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a) - Class Discussion on the gender endings and the new gender neutral ending and LatinX usage - Discussions of cultural differences across the Spanish-speaking world to build cultural awareness and global understanding. Amistad Law (N.J.S.A. 18A:52-16A-88) - Age appropriate discussions of Afro-Latinidad and influential figures. Holocaust Law (N.J.S.A. 18A:35-28) - Discuss promoting respect for diversity, empathy, and cultural understanding through age-appropriate discussions and learning experiences that foster inclusion and global citizenship.
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Resources: <i>(Include names of texts and all online resources)</i>	● Teacher created materials ● YouTube ● Various videos, games, handouts, and materials created by: ○ Lorena y Lenox ○ Spanish Playground ○ Spanish Mama ○ Señor Wooly ○ Learning Spanish with Johanna ○ Siempre Spanish ○ Mindymarrisa ○ Basho and Friends ○ LittleBabyBum ● Kahoot ● Lumio	● Teacher created materials ● YouTube ● Various videos, games, handouts, and materials created by: ○ Lorena y Lenox ○ Spanish Playground ○ Spanish Mama ○ Señor Wooly ○ Learning Spanish with Johanna ○ Siempre Spanish ○ Mindymarrisa ○ Basho and Friends ○ LittleBabyBum ● Kahoot ● Lumio	● Teacher created materials ● YouTube ● Various videos, games, handouts, and materials created by: ○ Lorena y Lenox ○ Spanish Playground ○ Spanish Mama ○ Señor Wooly ○ Learning Spanish with Johanna ○ Siempre Spanish ○ Mindymarrisa ○ Basho and Friends ○ LittleBabyBum ● Kahoot ● Lumio
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504)</i>	Special Education ● Individualized Education Plans (IEPs) ● Multi-media presentations ● Scaffolded lessons ● Manipulatives ● Varied Assessments ● CST recommendations ● Specialized seating ● Specialized writing utensils ● Exemplars using a variety of levels English Language Learners (ELLs) ● Visual aids ● Dictionaries ● Modeling ● Grouping students of differing	Special Education ● Individualized Education Plans (IEPs) ● Multi-media presentations ● Scaffolded lessons ● Manipulatives ● Varied Assessments ● CST recommendations ● Specialized seating ● Specialized writing utensils ● Exemplars using a variety of levels English Language Learners (ELLs) ● Visual aids ● Dictionaries ● Modeling ● Grouping students of differing	Special Education ● Individualized Education Plans (IEPs) ● Multi-media presentations ● Scaffolded lessons ● Manipulatives ● Varied Assessments ● CST recommendations ● Specialized seating ● Specialized writing utensils ● Exemplars using a variety of levels English Language Learners (ELLs) ● Visual aids ● Dictionaries ● Modeling ● Grouping students of differing

	levels of learning • Non-verbal assessments Students At-Risk (BSI) • Use of technology for assignments • Opportunities for verbal discussion and processing time given • Verbal responses when needed Gifted and Talented (Advanced) Students: • Multimedia presentations • Internet based research • Flexible grouping • Project based learning • Supplemental materials for independent learning • Curriculum pace increase • Individual topic choice by interest • Advanced thinking questions aimed to promote critical thinking • Reading materials for independent study 504 Plans • Specialized seating tools • Extended time	levels of learning • Non-verbal assessments Students At-Risk (BSI) • Use of technology for assignments • Opportunities for verbal discussion and processing time given • Verbal responses when needed Gifted and Talented (Advanced) Students: • Multimedia presentations • Internet based research • Flexible grouping • Project based learning • Supplemental materials for independent learning • Curriculum pace increase • Individual topic choice by interest • Advanced thinking questions aimed to promote critical thinking • Reading materials for independent study 504 Plans • Specialized seating tools • Extended time	levels of learning • Non-verbal assessments Students At-Risk (BSI) • Use of technology for assignments • Opportunities for verbal discussion and processing time given • Verbal responses when needed Gifted and Talented (Advanced) Students: • Multimedia presentations • Internet based research • Flexible grouping • Project based learning • Supplemental materials for independent learning • Curriculum pace increase • Individual topic choice by interest • Advanced thinking questions aimed to promote critical thinking • Reading materials for independent study 504 Plans • Specialized seating tools • Extended time
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	• Oral responses on written assignments • Preferential seating • Reduced work • Modified assignments • Visual or verbal aids • Use of technology as needed	• Oral responses on written assignments • Preferential seating • Reduced work • Modified assignments • Visual or verbal aids • Use of technology as needed	• Oral responses on written assignments • Preferential seating • Reduced work • Modified assignments • Visual or verbal aids • Use of technology as needed
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