



ELMWOOD PARK PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

SPANISH

Grade 6

ABSTRACT

The *Spanish 6* curriculum develops reading, writing, speaking, and listening skills aligned with the New Jersey Student Learning Standard for World Languages. Throughout the course of the year, students explore thematic units which are anchored by essential questions. At the end of each unit, there is a cumulative goal to benchmark the development of language proficiency. Students will engage in lessons that are differentiated, interactive, and characterized by authenticity. In addition, students will interact with a variety of informational texts, dialogues and electronic sources in the target language related to the themes, which enable us to provide a high level of comprehensible input, and thus a higher level of critical thinking. Assessment will be ongoing and substantially performance based.

UNIT #: <i>Unit Title</i>	Unit 1: <i>Introduction/Review</i>	Unit 2: <i>My Friend and I</i>	Unit 3: <i>School and Celebrations</i>
Number of Days	30 Days	40 Days	20 Days
STAGE 1: DESIRED RESULTS <i>What will students understand as a result of the unit? What are the BIG ideas?</i>			
ESTABLISHED GOALS: <i>(NJSLS)</i>	World Languages Interpretative Mode 7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.3 7.1.NH.IPRET.4 7.1.NH.IPRET.5 7.1.NH.IPRET.6 Interpersonal Mode 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.IPERS.6 Presentational Mode 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 Computer Science and Design Thinking 8.1.8.CS.1 8.2.8.ED.2 8.2.8.ITH.2 8.2.8.NT.3	World Languages Interpretative Mode 7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.3 7.1.NH.IPRET.4 Interpersonal Mode 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.IPERS.6 Presentational Mode 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 Technology 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1	World Languages Interpretative Mode 7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.3 7.1.NH.IPRET.4 Interpersonal Mode 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.IPERS.6 Presentational Mode 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 Technology 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1

	8.2.8.EC.1 Career Readiness, Life Literacies, and Key Skills 9.4.8.CI.2 9.4.8.CT.3 9.4.8.TL.3 9.4.8.DC.7	Career Readiness, Life Literacies, and Key Skills 9.4.8.CI.2 9.4.8.CT.3 9.4.8.TL.3 9.4.8.DC.7	Career Readiness, Life Literacies, and Key Skills 9.4.8.CI.2 9.4.8.CT.3 9.4.8.TL.3 9.4.8.DC.7
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ESSENTIAL QUESTIONS: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	• How do Spanish-speaking people initiate conversations? • How can I introduce myself and others in the target language? • What are the similarities and differences between the Spanish and English alphabet? • How can I express important dates (holidays, birthdays, anniversaries) in the target language? • How can I talk about the weather outside? • How do I utilize basic words of courtesy such as please, thank you and excuse me, to communicate more effectively.	• How can I ask and tell who someone is? • How can I ask and tell where someone is from? • How can I use adjectives to describe myself and others? • How can I ask what something is? • What are the Spanish definite and indefinite articles? • How do I use Spanish grammar to express myself using the singular form correctly?	• How can I describe people and things? • How can I talk about more than one person or thing at the same time? • What subjects do I take in school and what are some of my opinions on those classes? • What is <i>Día de los Muertos</i>, • What are some cultural celebrations my classmates and I observe? • How are our celebrations different or the same?
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PERFORMANCE TASKS: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?)</i> <i>(By what criteria will performances of understanding be judged?)</i>	Assessments of learning activities Students who understand the concepts are able to: • Create a skit with a partner introducing themselves. • Design <i>Una Postal</i> to be displayed in the class. Students will include a picture of themselves, their name, give their age, ethnicity, and tell three things they enjoy. • Look at pictures of different individuals and classify whether they would address them formally or informally. • Create a Spanish Dictionary with a partner. • Demonstrate an interesting way to remember the days of the week and months of the year. (ie. song, poem, rap, poster) • Design a poster illustrating the four seasons along with weather terms to describe each season. They will include pictures depicting the sentences they create. • Present a skit on ordering a snack at a café. • Perform both Spanish alphabet and the numbers 1-30 in a group and independently. • Participate in a “<i>Counting Circle</i>” in which students count from 1-30 skipping numbers as determined by the teacher. For example, for each multiple of 2, students must say the	Assessments of learning activities Students who understand the concepts are able to: • Walk around the classroom introducing themselves and asking classmates who they are and where they are from. • Create an online avatar using www.voki.com to practice vocabulary, grammar and writing skills. Avatars will be presented to class. • Play <i>¿Quién es?</i> Students will choose three students to describe. They will write down the descriptions and take turns reading them. The class will have to guess who is being described. • In heterogeneous groups, students generate a Kahoot game (www.kahoot.com) depicting at least ten different Spanish nouns. Audience will identify whether the noun requires a feminine or masculine article. • In pairs, students read and complete a close passage to practice the definite and indefinite articles. For each blank, students must state <i>why</i> they chose the answer they did in the space provided. • Compose and present <i>Yo Soy...</i> Haiku poem. • Begin writing <i>Mi Autobiografía</i>, an autobiography using vocabulary and grammar rules learned thus far.	Assessments of learning activities Students who understand the concepts are able to: • <i>La Mochila</i>, the teacher will fill a backpack with flashcards identifying random items. Some will be singular (<i>el cuaderno</i>) and others will be plural (<i>los perros</i>). Teacher will call up two students at a time. Students will pick an item from the bag and create an original sentence to describe the item the other person chose. • <i>Escribir a Loco</i>, students will use this style of “free writing” throughout the year. They get a picture and have a predetermined amount of time to write as much information about the photo. Sentences should be grammatically correct but students are encouraged to think outside the box and create a story from the picture. As the year progresses time is adjusted and tasks increase in difficulty. • Students will draft <i>Mi Horario</i>, they will state all the classes they currently take. They will give the time the class takes place and tell who teaches the class. Students will also need to give their opinion of the class and teacher. • <i>Día de los Muertos</i>, students will learn about the Latin American holiday and compare these traditions to the American tradition of
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	actual word in Spanish instead of the numeral. • Choreograph five physical movements or mimes to illustrate different classroom commands. • Create <i>Mi Examen de Matemática</i>, a math test to be administered to another classmate using basic addition, subtraction, and multiplication.	(Greetings, introductions, age, birthday and personal and physical description) This is a living document that will continue to be revised throughout the year. • After reading <i>Conexiones La Geografía</i>, in the Buen Viaje text, students will choose a Spanish speaking country and complete a mini presentation on a country of their choice. • 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.	Halloween. After group discussions on the significance behind the holiday, students will choose one of the given projects to complete (calavera, ofrenda, calaca) in honor of a deceased loved one. • <i>Yo Celebro...</i> Students will explore different celebrations in their culture. They will choose an interesting and informative way to present their celebration to the class (ie. written/oral presentation, Prezi, Slides, video, interviews, poster, cultural artifacts) <i>*This project has a family component which requires students to interview an older family member to gain authentic exposure to the celebration and how it has evolved through the years.</i> • Revise <i>Mi Autobiografía</i>, by adding information about their school day. Students must be descriptive when discussing the classes and teachers. They should also include their opinion of both as reviewed in previous class activities. This is a living document that will continue to be revised throughout the year.
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OTHER EVIDENCE: <i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?) (How will students self-assess their learning?)</i>	● Tests ● Quizzes ● Class work ● Homework ● Projects ● Dialogues ● Group discussions ● Class discussions ● Teacher observations ● Presentations ● Activities ● Peer and self-evaluations ● Rubrics ● Web-based assessments ● Teacher constructed evaluation tools ● Dictations ● Oral assessment ● Picture prompt writing/speaking ● Benchmark	● Tests ● Quizzes ● Class work ● Homework ● Projects ● Dialogues ● Group discussions ● Class discussions ● Teacher observations ● Presentations ● Activities ● Peer and self-evaluations ● Rubrics ● Web-based assessments ● Teacher constructed evaluation tools ● Dictations ● Oral assessment ● Picture prompt writing/speaking ● Benchmark	● Tests ● Quizzes ● Class work ● Homework ● Projects ● Dialogues ● Group discussions ● Class discussions ● Teacher observations ● Presentations ● Activities ● Peer and self-evaluations ● Rubrics ● Web-based assessments ● Teacher constructed evaluation tools ● Dictations ● Oral assessment ● Picture prompt writing/speaking ● Benchmark
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RESOURCES:	● Glencoe Spanish <i>Buen viaje!</i> Level 1 Textbook ● Glencoe Spanish <i>Buen viaje!</i> Level 1 Student Workbook ● Chromebooks ● CD-Rom (<i>Buen Viaje!</i>) ● Multimedia and technology materials: Chromebooks, cellular phones, tablets ● PowerPoint presentations ● Digital videos ● Creative and interactive activities ● Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication and culture ● Visual representation of vocabulary ● Flash cards with different words or letter combinations ● Google Classroom ● Pear Deck(Google Slides) ● Screencastify ● Online resources: ● www.quizlet.com ● www.studyspanish.com ● www.spanishdict.com ● www.YouTube.com ● www.quia.com ● www.kahoot.com ● www.duolingo.com ● https://rockalingua.com/ ● http://www.lamusica.com/	● Glencoe Spanish <i>Buen viaje!</i> Level 1 Textbook ● Glencoe Spanish <i>Buen viaje!</i> Level 1 Student Workbook ● Chromebooks ● CD-Rom (<i>Buen Viaje!</i>) ● Multimedia and technology materials: Chromebooks, cellular phones, tablets ● PowerPoint presentations ● Digital videos ● Creative and interactive activities ● Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication and culture ● Visual representation of vocabulary ● Flash cards with different words or letter combinations ● Google Classroom ● Pear Deck(Google Slides) ● Screencastify ● Online resources: ● www.quizlet.com ● www.studyspanish.com ● www.spanishdict.com ● www.YouTube.com ● www.quia.com ● www.kahoot.com ● www.duolingo.com ● https://rockalingua.com/ ● http://www.lamusica.com/	● Glencoe Spanish <i>Buen viaje!</i> Level 1 Textbook ● Glencoe Spanish <i>Buen viaje!</i> Level 1 Student Workbook ● Chromebooks ● CD-Rom (<i>Buen Viaje!</i>) ● Multimedia and technology materials: Chromebooks, cellular phones, tablets ● PowerPoint presentations ● Digital videos ● Creative and interactive activities ● Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication and culture ● Visual representation of vocabulary ● Flash cards with different words or letter combinations ● Google Classroom ● Pear Deck (Google Slides) ● Screencastify ● Online resources: ● www.quizlet.com ● www.studyspanish.com ● www.spanishdict.com ● www.YouTube.com ● www.quia.com ● www.kahoot.com ● www.duolingo.com ● https://rockalingua.com/ ● http://www.lamusica.com/
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STAGE 3: LEARNING PLAN <i>What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERE TO* acronym to consider key design elements.</i>			

SKILLS AND TOPICS: <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i>	• Express where they are from and ask where someone else is from. • Identify the correct titles to use when speaking to others. • Recall the different terms for greeting and taking leave. • Order a snack at a café. • Recite the numbers 1-30. • Identify the days of the week, the months and cardinal numbers used to express the date. • Indicate their own birthday and phone number and be able to ask others for theirs. • Identify the seasons and related weather terms. • Visual recognition: Students will recognize cognates through visual activities. • Demonstrate knowledge of commonly used classroom requests by following teacher commands in independent and whole class activities. • Improve pronunciation by verbalizing commands in class.	• Recital and memorization of the Interrogatives Song. • Proper conjugation of the verb <i>-ser</i> in the singular form. • Ask and tell who someone is. • Draw and label themselves and others using appropriate adjectives and sentence structure. • Spontaneously describe a given picture using previously learned vocabulary and grammatical structures. • Recite the numbers 30-100 • Read a conversation between new friends and use context clues to answer comprehension questions about the dialogue in the target language. • Interpret an excerpt from the famous Spanish novel <i>El Quijote</i>. After reading excerpts with a partner, the teacher will ask comprehension questions in English. Students will respond back in English. • Read a brief passage on <i>Simón Bolívar</i> and <i>José de San Martín</i> and their contributions to the Spanish speaking world. • Choose two American figures (past or present) and compare their similarities and differences to <i>Simón Bolívar</i> and <i>José de San Martín</i>.	• Listen to a recording of physical and personal descriptions. Using teacher provided images on Google Classroom; students must identify who is being described. • Conduct class interviews on subject preferences. Students will have a pre-made chart to document the name of the person interviewed and their answers. (Sample questions <i>¿Cuál es tu clase favorita? ¿Quién es tu profesor favorito? ¿Qué clase no te gusta?</i>) Each question should be followed up with <i>¿Por qué?</i> or <i>Explica</i>. • Read about <i>Día de los Muertos</i> and complete a KWL chart to document the information. • Label different cultural artifacts used to represent <i>El Día de los Muertos</i>. • Answer all questions on the <i>Celebrating Our Lives</i> form to prepare for their <i>Yo Cerebro</i> project. • Gain first hand insight on cultural celebrations in their culture by interviewing an older family member. • Examine and question how these celebrations have evolved through the years. • Compare and contrast the different celebrations they learned through their classmates' presentations. • Recite the numbers 101-900 • <i>Matamoscas</i>, the teacher will call three students to the front of the class. Each student will be given a
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			fly swatter. The audience will read descriptions of different classes or teachers in the school. Contestants must “swat” the class being described from various choices that will be displayed on Interactive Board.
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CROSS-CURRICULAR / DIFFERENTIATION: <i>(What cross-curricular (e.g. writing, literacy, math, science, history, career readiness, life literacies, key skills, technology) learning activities are included in this unit that will help achieve the desired results?)</i> <i>(What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)</i>	Cross-Curricular: English Language Arts RI.6.1, RI.6.4, RI.6.5, L.6.1, L.6.2, SL.6.5, W.6.5, W.6.6 Students will compare and contrast their knowledge of English in the following areas with what they are learning in the target language. In <i>grammar</i> the students will learn about or review the parts of speech, the concept of singular and plural and the verb tenses. In <i>writing</i>, the student will use and compare the writing mechanics of the two languages with respect to punctuation, capitalization, and the creation of sentences by using proper sentence structure. In <i>reading</i>, comprehension in both languages is developed by reading out loud, dramatizing what they read and answering questions about the excerpts used. Also students will learn key reading strategies by chapter (cognates, context clues...) to apply to increase comprehension. In <i>literature</i>, students will compare literary movements and literary figures in the target language to English. Differentiation for Special Education/504 and At-Risk Students: Modify activities and assessments as per individual students' IEPs/504 plan • Use of visuals • Words banks • Reduced choice on assessments • Preferential seating	Cross-Curricular English Language Arts RI.6.1, RI.6.4, RI.6.5, L.6.1, L.6.2, SL.6.5, W.6.5, W.6.6 Students will compare and contrast their knowledge of English in the following areas with what they are learning in the target language. In <i>grammar</i> the students will learn about or review the parts of speech, the concept of singular and plural and the verb tenses. In <i>writing</i>, the student will use and compare the writing mechanics of the two languages with respect to punctuation, capitalization, and the creation of sentences by using proper sentence structure. In <i>reading</i>, comprehension in both languages is developed by reading out loud, dramatizing what they read and answering questions about the excerpts used. Also students will learn key reading strategies by chapter (cognates, context clues...) to apply to increase comprehension. In <i>literature</i>, students will compare literary movements and literary figures in the target language to English. Differentiation for Special Education/504 and At-Risk Students: Modify activities and assessments as per individual students' IEPs/504 plan • Use of visuals • Words banks • Reduced choice on assessments • Preferential seating	Cross-Curricular English Language Arts RI.6.1, RI.6.4, RI.6.5, L.6.1, L.6.2, SL.6.5, W.6.5, W.6.6 Students will compare and contrast their knowledge of English in the following areas with what they are learning in the target language. In <i>grammar</i> the students will learn about or review the parts of speech, the concept of singular and plural and the verb tenses. In <i>writing</i>, the student will use and compare the writing mechanics of the two languages with respect to punctuation, capitalization, and the creation of sentences by using proper sentence structure. In <i>reading</i>, comprehension in both languages is developed by reading out loud, dramatizing what they read and answering questions about the excerpts used. Also students will learn key reading strategies by chapter (cognates, context clues...) to apply to increase comprehension. In <i>literature</i>, students will compare literary movements and literary figures in the target language to English. Differentiation for Special Education/504 and At-Risk Students: Modify activities and assessments as per individual students' IEPs/504 plan • Use of visuals • Words banks • Reduced choice on assessments • Preferential seating
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	● Front-loaded notes ● Study guides ● Choice activities ● Provide enriched curriculum and activities ● Compact curriculum ● Independent projects ● Interest centers ● Interest groups ● Tiered assignments ● Flexible skills grouping ● Learning centers ● High-level questions ● Musical and artistic representation of key concepts Gifted & Talented Students: ● Inclusion of existing, supplemental materials for <i>heritage learners</i>. ● Publication of student writing in school newspapers and other literary sources. ● Use of gifted students as teacher assistants/facilitators within the classroom. ● Student teaching at both the current level or at lower levels of instruction. Activities: Special Education/504: Students will look at photographs of young people in Spain and Mexico greeting one another. They will analyze differences and similarities to other cultures. Students will compare and contrast these differences utilizing bullet points. Students will also	● Front-loaded notes ● Study guides ● Choice activities ● Provide enriched curriculum and activities ● Compact curriculum ● Independent projects ● Interest centers ● Interest groups ● Tiered assignments ● Flexible skills grouping ● Learning centers ● High-level questions ● Musical and artistic representation of key concepts Gifted & Talented Students: ● Inclusion of existing, supplemental materials for <i>heritage learners</i>. ● Publication of student writing in school newspapers and other literary sources. ● Use of gifted students as teacher assistants/facilitators within the classroom. ● Student teaching at both the current level or at lower levels of instruction. Activities: Special Education/504: Create a poster demonstrating the meaning of “gender” in foreign languages. Students may draw/print pictures and describe the picture utilizing appropriate descriptive adjectives in the corresponding gender. At Risk:	● Front-loaded notes ● Study guides ● Choice activities ● Provide enriched curriculum and activities ● Compact curriculum ● Independent projects ● Interest centers ● Interest groups ● Tiered assignments ● Flexible skills grouping ● Learning centers ● High-level questions ● Musical and artistic representation of key concepts Gifted & Talented Students: ● Inclusion of existing, supplemental materials for <i>heritage learners</i>. ● Publication of student writing in school newspapers and other literary sources. ● Use of gifted students as teacher assistants/facilitators within the classroom. ● Student teaching at both the current level or at lower levels of instruction. Activities: Special Education/504: Create and dedicate a drawing to someone who has passed in honor of the Day of the Dead. Include special things that remind you of that person in your drawing. At Risk:
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	make a list of all vocabulary phrases that may be used to greet someone learned in this unit. At Risk: Students will create a mini greeting conversation with a classmate. Making the conversation as authentic as possible and utilizing as many vocabulary words introduced throughout the unit. Gifted and Talented: Your Spanish pen pal, Juan López is visiting you over the summer vacation. Describe a couple of your friends to him. Students will complete this task as a written assignment. Proper spelling, accent marks, grammar and sentence structure is expected. ELL: Students will teach other students a few words in their own native language that correspond with unit concepts, like pronouns	Unit project: (Héroes hispano) Students will complete a research project on an important hero from Spain, México, or Latin America and prepare a brief biography of the person. Possibilities include: Simón Bolívar, José de San Martín and Benito Juárez. Gifted and Talented: Unit project: (Must be recorded and performed) When traveling in México, you meet a Mexican student about the same age as you. Ask the student where he or she is from and if he or she is a student at a colegio. Then provide the same information about yourself. ELL: Students will teach other students a few words in their own native language that correspond with unit concepts, like form of you	Research project: Create a PowerPoint presentation to show similar celebrations in other countries/cultures in comparison to the Day of the Dead celebration. Gifted and Talented: Students will create a “calaca” in celebration of the Day of the Dead. They will also complete a venn diagram to depict the differences and similarities between the Day of the Dead celebration and Halloween. ELL: Students will teach other students a few words in their own native language that correspond with unit concepts, like holidays
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***WHERE TO**

W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

H = **HOOK** all students and **HOLD** their interest.

E = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.

R = Provide opportunities to **RETHINK** and **REVISE** their understanding and work.

E = Allow students to **EVALUATE** their work and its implications.

T = **TAILORED** to the different needs, interests, and abilities of learners.

O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.

UNIT #: <i>Unit Title</i>	Unit 4: <i>Time</i>	Unit 5: <i>Shopping</i>	Unit 6: <i>School</i>
Number of Days	20 Days	30 Days	30 Days
STAGE 1: DESIRED RESULTS <i>What will students understand as a result of the unit? What are the BIG ideas?</i>			

ESTABLISHED GOALS: <i>(NJSLS)</i>	World Languages Interpretative Mode 7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.3 7.1.NH.IPRET.4 7.1.NH.IPRET.6 7.1.NH.IPRET.7 7.1.NH.IPRET.8 Interpersonal Mode 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.IPERS.6 Presentation Mode 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 7.1.NH.PRSNT.6 Technology 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.8.CI.2 9.4.8.CT.3 9.4.8.TL.3	World Languages Interpretative Mode 7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.3 7.1.NH.IPRET.4 7.1.NH.IPRET.5 7.1.NH.IPRET.6 Interpersonal Mode 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.IPERS.6 Presentation Mode 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 Technology 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.8.CI.2 9.4.8.CT.3 9.4.8.TL.3 9.4.8.DC.7	World Languages Interpretative Mode 7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.3 7.1.NH.IPRET.4 Interpersonal Mode 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.IPERS.6 Presentation Mode 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 Technology 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.8.CI.2 9.4.8.CT.3 9.4.8.TL.3 9.4.8.DC.7
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ENDURING UNDERSTANDINGS: <i>(Students will understand that . . .)</i>	• Telling time in Spanish has similarities and differences to telling time in English. • The verb <i>-ser</i> is used to indicate the time. (<i>Son las una, las dos y media. Es la una de la tarde</i>) • Cultural comparisons help the students understand that language is a tool that can be used to communicate with others. • In order to effectively communicate, one must recognize the differences when speaking in the plural vs. speaking in the singular form. • Language proficiency fosters personal connections.	• An ability to communicate in another language fosters a better understanding of my own language and culture. • As the world moves toward a global community, it is increasingly important for World Language study to result in proficiencies that enable students to engage in conversations, interpret authentic materials, and present concepts in a language other than their own. • Oftentimes, people's personal preferences are influenced by their needs and cultural surroundings. • Schools in Spanish speaking countries have similarities and differences to schools in the United States. • In Spanish, verbs have a singular and plural form that is dependent on the subject pronoun. • Spanish verbs also have a formal and informal form dependent on who you are speaking with.	• Foreign language learning and cultural awareness extends beyond the classroom to real-life situations within the school setting and the community. • Learning another language encourages further participation in multilingual communities both within and beyond the school setting. • The way we communicate our feelings and emotions varies in Spanish. • It is important to continuously practice grammar and vocabulary to be a successful world language student. • Identifying Spanish speaking countries and recognizing cultural differences between these countries helps one gain new perspectives to ultimately aid in language comprehension. • Oftentimes, people's preferences are influenced by their personality traits.

ESSENTIAL QUESTIONS: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	• How does telling time in Spanish differ from telling time in English? • How do I express the time an event takes place? • How does the verb <i>-ser</i> conjugate when it is used in the plural form? • What are some of the ethnic groups found in Latin America? • How has the climate changed over time?	• What are some basic school supplies? • How do I identify and describe my clothing? • What are some useful phrases I can use when I go shopping? • How can I show respect when speaking to an older person or someone of authority? • What are some differences and similarities in the schools in Latin America vs. the United States? • Who was Oscar de La Renta?	• How do I express my feelings and emotions? • What special woman in my life has had a major impact on me? • How can I use the visual arts and media to demonstrate what I have learned in 6th grade Spanish?
STAGE 2: ASSESSMENT EVIDENCE <i>What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]</i>			
PERFORMANCE TASKS: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?)</i> <i>(By what criteria will performances of understanding be judged?)</i>	• ¿A qué hora es...? Students will sit in groups of three. They will have a stack of flashcards with different events and times written on them (<i>fiesta 9:00pm., clase de literatura 8:25a.m., partido 6:15 p.m.</i>) all the definite articles will be omitted. Students will take turns asking and answering questions about the event. Students must include the articles in their question and response. • Students will present the Mi Reloj project. They must choose a cultural character to design and affix a self	• <i>La Mochila</i>, the teacher will fill a backpack with school materials and articles of clothing. Some will be singular (<i>el cuaderno</i>) and others will be plural (<i>los marcadores</i>). Teacher will call up two students at a time. Students will pick an item from the bag and create an original sentence to describe the item the other person chose. They will use the possessive adjectives <i>su</i> and <i>mi</i>.	• Students will create <i>Mi Canción</i>, they will choose one or several topics covered in 6th grade Spanish and write a catchy song to talk about or explain the topic. • <i>The Una Mujer Especial</i> project asks students to think about a special woman who has had an impact in their life. Students are to use previously learned vocabulary along with teacher provided resource guides to create a project of their choice.(ie. card, poster, video, social media post, slideshow,

	made clock to the design. The clock must identify all the parts of the clock that were learned. • Along with the <i>Mi Reloj</i> project, students will create a lesson that will teach first year Spanish students all about telling time. Audience will share feedback on lessons. • <i>Yo Soy... Él/Ella Es...Nosotros Somos</i>..book project. Students will create a colorful picture book. They will be talking only about themselves in the first section. In the second section they will talk about a friend or family member and in the final section they will discuss similarities that they both share. • Students will read articles and watch videos in the Spanish language on climate change to analyze how the Earth has changed over time.	• Listen to a recorded dialogue between two friends going shopping for the first day of school. In English, they will interpret what the students need, how much it will cost and the reason they need it. Students will discuss responses with a partner and share answers on Google Classroom. • <i>La Tienda</i>, we will replicate a store in the classroom. Students will create cash registers, money and bring in materials to “sell” in the store. Students must be able to describe the items (size, color, etc.) in the <i>tienda</i>. Students will work in groups of two or three to present a shopping skit. Emphasis on using good bargaining skills to get the best price. • <i>El Desfile de Moda</i>, students will participate in a red carpet fashion show. Students will work in pairs and take turns “walking the runway” while their partner describes their outfit. • With a partner, students will read <i>David va al Colegio</i> by David Shannon. They will use the pictures and context clues to identify new vocabulary. They will then create their own page to add to the book using graphics, and dialogue. • http://www.aprenderjuntos.cl/wp-content/uploads/2016/02/David-va-al-Colegio.pdf	scrapbook) Students will present this project to the woman either physically or electronically. • Students will design a comic strip depicting a dialogue using the emotions vocabulary. Classmates will peer edit the written component and final copy of the comic strip will be shared with the class via Google Classroom. • Finalized 6th grade version of <i>Mi Autobiografía</i>, by adding information learned in the last two units. Students must be descriptive when discussing the different aspects of their personalities, how they feel during different situations, their friends, classes and teachers ect. This is a living document that will be revisited in 7th grade as a review.
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OTHER EVIDENCE: <i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?) (How will students self-assess their learning?)</i>	• Tests • Quizzes • Class work • Homework • Projects • Dialogues • Group discussions • Class discussions • Teacher observations • Presentations • Activities • Peer and self-evaluations • Rubrics	• Tests • Quizzes • Class work • Homework • Projects • Dialogues • Group discussions • Class discussions • Teacher observations • Presentations • Activities • Peer and self-evaluations • Rubrics	• Tests • Quizzes • Class work • Homework • Projects • Dialogues • Group discussions • Class discussions • Teacher observations • Presentations • Activities • Peer and self-evaluations • Rubrics

	• Web-based assessments • Teacher constructed evaluation tools • Dictations • Oral assessment • Picture prompt writing/speaking • Benchmark	• Web-based assessments • Teacher constructed evaluation tools • Dictations • Oral assessment • Picture prompt writing/speaking • Benchmark	• Web-based assessments • Teacher constructed evaluation tools • Dictations • Oral assessment • Picture prompt writing/speaking • Benchmark
RESOURCES:	• Glencoe Spanish <i>Buen viaje!</i> Level 1 Textbook • Glencoe Spanish <i>Buen viaje!</i> Level 1 Student Workbook • Chromebooks • CD-Rom (<i>Buen Viaje!</i>) • Multimedia and technology materials: Chromebooks, cellular phones, tablets • PowerPoint presentations • Digital videos • Creative and interactive activities • Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication and culture • Visual representation of vocabulary • Flash cards with different words or letter combinations • Google Classroom • Pear Deck(Google Slides) • Screencastify • Online resources: • www.quizlet.com	• Glencoe Spanish <i>Buen viaje!</i> Level 1 Textbook • Glencoe Spanish <i>Buen viaje!</i> Level 1 Student Workbook • Chromebooks • CD-Rom (<i>Buen Viaje!</i>) • Multimedia and technology materials: Chromebooks, cellular phones, tablets • PowerPoint presentations • Digital videos • Creative and interactive activities • Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication and culture • Visual representation of vocabulary • Flash cards with different words or letter combinations • Google Classroom • Pear Deck(Google Slides) • Screencastify • Online resources: • www.quizlet.com	• Glencoe Spanish <i>Buen viaje!</i> Level 1 Textbook • Glencoe Spanish <i>Buen viaje!</i> Level 1 Student Workbook • Chromebooks • CD-Rom (<i>Buen Viaje!</i>) • Multimedia and technology materials: Chromebooks, cellular phones, tablets • PowerPoint presentations • Digital videos • Creative and interactive activities • Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication and culture • Visual representation of vocabulary • Flash cards with different words or letter combinations • Google Classroom • Pear Deck(Google Slides) • Screencastify • Online resources: • www.quizlet.com

	• www.studyspanish.com • www.spanishdict.com • www.YouTube.com • www.quia.com • www.kahoot.com • www.duolingo.com • https://rockalingua.com/ • http://www.lamusica.com/ • http://www.bbc.co.uk/languages/spanish/ • www.fluentu.com • www.realfastspanish.com • www.voki.com • http://rubistar.4teachers.org/index.php • www.gimkit.com • www.flipgrid.com • www.blooket.com • www.boomcards.com • www.ixl.com • www.wordwall.com • www.edpuzzle.com • www.quizizz.com • www.reviewgamezone.com • https://climate.nasa.gov/resources/en-espanol/ • https://www.spanish.academy/blog/how-to-teach-kids-about-global-warming-in-spanish/	• www.studyspanish.com • www.spanishdict.com • www.YouTube.com • www.quia.com • www.kahoot.com • www.duolingo.com • https://rockalingua.com/ • http://www.lamusica.com/ • http://www.bbc.co.uk/languages/spanish/ • www.fluentu.com • www.realfastspanish.com • www.voki.com • http://rubistar.4teachers.org/index.php • www.gimkit.com • www.flipgrid.com • www.blooket.com • www.boomcards.com • www.ixl.com • www.wordwall.com • www.edpuzzle.com • www.quizizz.com • www.reviewgamezone.com	• www.studyspanish.com • www.spanishdict.com • www.YouTube.com • www.quia.com • www.kahoot.com • www.duolingo.com • https://rockalingua.com/ • http://www.lamusica.com/ • http://www.bbc.co.uk/languages/spanish/ • www.fluentu.com • www.realfastspanish.com • www.voki.com • http://rubistar.4teachers.org/index.php • www.gimkit.com • www.flipgrid.com • www.blooket.com • www.boomcards.com • www.ixl.com • www.wordwall.com • www.edpuzzle.com • www.quizizz.com • www.reviewgamezone.com
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	• https://tropicsu.org/resources/pedagogical-tools-examples/languages/language-spanish/		
STAGE 3: LEARNING PLAN <i>What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERE TO* acronym to consider key design elements.</i>			
SKILLS AND TOPICS: (What specific activities will students do and what skills will students know as a result of the unit?)	• Read, write and recite the numbers 31-100. • Label digital clocks using different ways to express the time in the target language. • Listen to textbook audio of activities that are taking place throughout different times of the day. Choose the correct time from the teacher created Google Form. • Reinforce telling time skills by viewing authentic Latin American nursery rhyme “Chumba la Cachumba”. This will introduce new vocabulary thus increasing communication ability. https://www.youtube.com/watch?v=wRXFaP3ObPM • Show the time on a clock. • Read the time on a clock. • Illustrate the time on a clock. • Subtract minutes in order to express the time when it is more than half passed the hour. • Read a close exercise with the verb -ser omitted and determine which form of the verb is required to complete the sentence.	• Identify and describe school supplies. • Identify and describe articles of clothing. • Shop for school supplies and clothing using appropriate vocabulary and grammar. • Conjugate -ar verbs in the present tense orally. • Recognize and correctly use at least thirty -ar verbs correctly in conversation. • Be able to choose the correct verb conjugation during class workbook activities. • Listen to an audio activity and determine if the speaker was addressing one person or multiple people. • Utilize reading strategies to comprehend David <i>va al Colegio</i> with a partner. ***YouTube link to an audio version of the book for reinforcement: https://www.youtube.com/watch?v=7oqedGN3gJ4 • In groups of three, students will create a skit speaking to an adult	• State feelings, emotions and basic needs. • Use appropriate verbal responses when others express feelings and needs. • Understand and respond to spoken language previously learned and/or accompanied by visual support. • Rely on sentence structure, grammatical clues, and context to derive meaning. • Identify contributions of target culture to students’ own. • Conjugate -ar verbs in the plural present tense orally. • Based on people’s facial expressions or body language, infer how they might be feeling at the moment. • Listen to a description of someone and predict what thing or activity they like. • With a partner, write an article for an imaginary school newspaper about a new exchange student. Begin by writing questions to ask your partner. After the interview is conducted students must write the

	After reading <i>Conexiones La Sociología</i>, in the Buen Viaje text, students will research ethnic groups in one country of Latin America. Students will write about the people of that chosen area and compare them to the ethnic makeup of their own community.	and a friend about different activities they will do. Students must conjugate the verbs correctly for each person they are addressing. - Read about two different Latin American students and compare and contrast the schools in those countries with American schools. - Synthesize and apply phrases learned in “<i>David va al colegio</i>” and <i>Un Alumno Madrileño</i>” to create their own passage describing their school, the classes they take and what materials are necessary for each class.	article giving as much personal and physical information on the exchange student as possible.
CROSS-CURRICULAR: (What cross-curricular (e.g. writing, literacy, math, science, history, 21st century life and careers, technology) learning activities are included in this unit that will help achieve the desired results?)	Cross-Curricular: English Language Arts RI.6.1, RI.6.4, RI.6.5, L.6.1, L.6.2, SL.6.5, W.6.5, W.6.6 Students will compare and contrast their knowledge of English in the following areas with what they are learning in the target language. In <i>grammar</i> the students will learn about or review the parts of speech, the concept of singular and plural and the verb tenses. In <i>writing</i>, the student will use and compare the writing mechanics of the two languages with respect to punctuation, capitalization, and the creation of sentences	Cross-Curricular: English Language Arts RI.6.1, RI.6.4, RI.6.5, L.6.1, L.6.2, SL.6.5, W.6.5, W.6.6 Students will compare and contrast their knowledge of English in the following areas with what they are learning in the target language. In <i>grammar</i> the students will learn about or review the parts of speech, the concept of singular and plural and the verb tenses. In <i>writing</i>, the student will use and compare the writing mechanics of the two languages with respect to punctuation, capitalization, and the creation of sentences	Cross-Curricular: English Language Arts RI.6.1, RI.6.4, RI.6.5, L.6.1, L.6.2, SL.6.5, W.6.5, W.6.6 Students will compare and contrast their knowledge of English in the following areas with what they are learning in the target language. In <i>grammar</i> the students will learn about or review the parts of speech, the concept of singular and plural and the verb tenses. In <i>writing</i>, the student will use and compare the writing mechanics of the two languages with respect to punctuation, capitalization, and the creation of sentences

	by using proper sentence structure. In <i>reading</i>, comprehension in both languages is developed by reading out loud, dramatizing what they read and answering questions about the excerpts used. Also students will learn key reading strategies by chapter (cognates, context clues...) to apply to increase comprehension. In <i>literature</i>, students will compare literary movements and literary figures in the target language to English. Science: MS-ESS3-5 Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. Differentiation for Special Education/504 and At-Risk Students: Modify activities and assessments as per individual students' IEPs/504 plan • Use of visuals • Words banks • Reduced choice on assessments • Preferential seating • Front-loaded notes • Study guides • Choice activities • Provide enriched curriculum and activities • Compact curriculum • Independent projects • Interest centers • Interest groups • Tiered assignments	by using proper sentence structure. In <i>reading</i>, comprehension in both languages is developed by reading out loud, dramatizing what they read and answering questions about the excerpts used. Also students will learn key reading strategies by chapter (cognates, context clues...) to apply to increase comprehension. In <i>literature</i>, students will compare literary movements and literary figures in the target language to English. Differentiation for Special Education/504 and At-Risk Students: Modify activities and assessments as per individual students' IEPs/504 plan • Use of visuals • Words banks • Reduced choice on assessments • Preferential seating • Front-loaded notes • Study guides • Choice activities • Provide enriched curriculum and activities • Compact curriculum • Independent projects • Interest centers • Interest groups • Tiered assignments • Flexible skills grouping • Learning centers • High-level questions • Musical and artistic representation of key concepts	by using proper sentence structure. In <i>reading</i>, comprehension in both languages is developed by reading out loud, dramatizing what they read and answering questions about the excerpts used. Also students will learn key reading strategies by chapter (cognates, context clues...) to apply to increase comprehension. In <i>literature</i>, students will compare literary movements and literary figures in the target language to English. Differentiation for Special Education/504 and At-Risk Students: Modify activities and assessments as per individual students' IEPs/504 plan • Use of visuals • Words banks • Reduced choice on assessments • Preferential seating • Front-loaded notes • Study guides • Choice activities • Provide enriched curriculum and activities • Compact curriculum • Independent projects • Interest centers • Interest groups • Tiered assignments • Flexible skills grouping • Learning centers • High-level questions • Musical and artistic representation of key concepts
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	• Flexible skills grouping • Learning centers • High-level questions • Musical and artistic representation of key concepts Gifted & Talented Students: • Inclusion of existing, supplemental materials for <i>heritage learners</i>. • Publication of student writing in school newspapers and other literary sources. • Use of gifted students as teacher assistants/facilitators within the classroom. • Student teaching at both the current level or at lower levels of instruction. Activities: Special Education/504: Research project: Write a brief biography on someone famous from Spain. Artist, singer etc. Include what makes them famous worldwide. At Risk: PowerPoint presentation: ¿Quién es Frida Kahlo? What is she famous for? Students will include pictures of her famous art and explanation why they are famous. Gifted and Talented: Students will work in pairs to complete this dialogue. (must be recorded) You're speaking with a Spanish student in Córdoba. She is curious to know about your	Gifted & Talented Students: • Inclusion of existing, supplemental materials for <i>heritage learners</i>. • Publication of student writing in school newspapers and other literary sources. • Use of gifted students as teacher assistants/facilitators within the classroom. • Student teaching at both the current level or at lower levels of instruction. Activities: Special Education/504: Students will prepare a catalogue containing the articles of clothing taught in this unit. Students will label each item of clothing in Spanish and make sure the clothing colors can be described by their classmates. At Risk: Dialogue: in pairs students will prepare a skit that takes place at a clothing store. One student is the customer and the other is the store clerk. Students should use some articles of clothing and price tags with prices in pesos as props. Gifted and Talented: Students will work in pairs to complete this dialogue. (must be recorded) You're going to be attending school in México City this coming year and need to buy school supplies. Tell the salesperson in the stationery store what you need and find out how much each item costs.	Gifted & Talented Students: • Inclusion of existing, supplemental materials for <i>heritage learners</i>. • Publication of student writing in school newspapers and other literary sources. • Use of gifted students as teacher assistants/facilitators within the classroom. • Student teaching at both the current level or at lower levels of instruction. Activities: Special Education/504: Poster: Prepare a list of things you do in school. All activities will be written in the target language. At Risk: Written assignment: (include pictures) Writing will go alongside the pictures. Una postal a un amigo/a. Write a postcard to your friend at home telling him/ her how your new school is, how you arrived at school. what type of class work is assigned and a description of your new friends. Gifted and Talented: Unit project: (recorded and performed) A Spanish-speaking friend from Guayaquil, Ecuador is curious about how you pass the time when you go to a friend's house in the U.S. Tell him/her all the different activities that take place. ELL:
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	classes. Tell her what time your classes meet and what your teachers and classmates are like. ELL: Students will teach other students a few words in their own native language that correspond with unit concepts, like telling time	ELL: Students will teach other students a few words in their own native language that correspond with unit concepts, like shopping	Students will teach other students a few words in their own native language that correspond with unit concepts, like objects in a school
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