

Wayne Township Public Schools
World Language Cycle: Grade 6
Curriculum Guide

Content Area:	World Language
Grade Level:	6
Course:	Spanish Grade 6
Unit Plan Title:	Grade 6 Spanish Cycle
Time Frame:	10 Weeks
Pacing Guide:	Pacing is noted within the curriculum document

**New Jersey Student Learning Standards for World Language Proficiency Level: Interpretive
Mode Novice-Mid**

World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Interpretive Mode of Communication - *Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.*

Core Idea - Learning a language involves interpreting meaning from listening, viewing and reading culturally authentic materials in the target language

Performance Expectations:

- *7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.*
- *7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.*
- *7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.*
- *7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.*
- *7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.*

Intercultural (includes possible topics for review)

Content Statement: *Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.*

Content Statement: *Learners recognize and identify a few typical practices of the target culture*

New Jersey Student Learning Standards for World Language Proficiency Level: Interpersonal Mode Novice-Mid

World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Interpersonal Mode of Communication - *Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.*

Core Idea -Interpersonal communication is the exchange of information and the negotiations of meaning between and among individuals

Performance Expectations:

- *7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.*
- *7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.*
- *7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.*
- *7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.*
- *7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.*

- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Intercultural (includes possible topics for review)

Content Statement: Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

Content Statement: Learners recognize and identify a few typical practices of the target culture.

New Jersey Student Learning Standards for World Language Proficiency Level: Presentation Mode Novice-Mid

World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Presentational Mode of Communication - Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Core Idea - Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or reader on a variety of topics.

Performance Expectations:

- 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.

Intercultural (includes possible topics for review)

Content Statement: Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

Content Statement: Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

**Interdisciplinary Standards: New Jersey Learning Standards for English Language Arts
Companion Standards Grades 6-8**

Anchor Standard for Reading

Range of Reading and Level of Text Complexity

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Progress Indicator for Reading Science and Technical Subjects

Range of Reading and Level of Text Complexity

- **RST.6-8.10.** By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Anchor Standard for Writing

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Progress Indicator for Writing History, Science, and Technical Subjects

Range of Writing

- **WHST.6-8.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Interdisciplinary Standards: New Jersey Student Learning Standards for Mathematics

6.NS.B.2	Fluently divide multi-digit numbers using the standard algorithm.
6.NS.B.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

Interdisciplinary Standards: New Jersey Student Learning Standards for Social Studies

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-SS.pdf>

6.3.8.CivicsPI.1:	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve
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**2020 New Jersey Core Curriculum Content Standards: Computer Science and Design
Thinking**

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CSDT.pdf>

8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
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8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

New Jersey Core Curriculum Content Standards for Career Readiness, Life Literacy and Key Skills - <https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>

9.1.8.CP.1:	Compare prices for the same goods or services
9.1.8.CP.2	Analyze how spending habits affect one's ability to save

Unit Summary

In this 10 week introductory course to the Spanish Language, students will be introduced to beginning level Spanish expressions and writing through listening, speaking, reading and writing. Concepts such as the alphabet, calendar, basic cognates, articles of clothing, commands, numbers, colors, greetings, and a basic understanding of Spanish-speaking cultures will be taught.

In this unit plan, the following 21st Century themes and skills are addressed

21 st Century Themes		21 st Century Skills	
X	Global Awareness	x	Creativity and Innovation
	Environmental Literacy	x	Critical Thinking and Problem Solving
	Health Literacy	x	Communication
X	Civic Literacy	x	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

NJSLS	Student Learning Targets/Content	Learning Activities
World Language: Novice-Mid 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4	<p><u>Weeks 1 & 2: Greetings & Introductions</u></p> <p>Students will be able to conduct a conversation and express general classroom needs in the target language.</p> <p>Students will be able to research and recall facts about Spain and comprehend the culture and traditions of Spain.</p>	<p><u>Weeks 1 & 2: Greetings & Introductions</u></p> <ul style="list-style-type: none"> Practice different ways to greet friends and adults at different times of they day. Identify the proper use of tú and usted. Create and roll play an original dialogue in target language. Recite classroom routine commands in target language. Use a map and Google Expeditions/Google Earth to identify the country of Spain, its

<p><i>List interdisciplinary below</i></p>		<p>capital and important historical and cultural landmarks.</p> <ul style="list-style-type: none"> ● Create a brochure about popular tourist attractions and/or major cities in Spain using Google Applications.
<p><u>World Language:</u> <u>Novice-Mid</u> 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4</p> <p><i>List interdisciplinary below</i></p>	<p><u>Weeks 3 & 4: Alphabet & Numbers</u></p> <p>Students will be able to recite, recall and recognize the letters of the Spanish alphabet.</p> <p>Students will be able to read and pronounce numbers from 0 to 100 in target language.</p> <p>Students will be able to research, recall facts about Spain and comprehend the culture and traditions of Spain.</p>	<p><u>Weeks 3 & 4: Alphabet & Numbers</u></p> <ul style="list-style-type: none"> ● Practice & recite the alphabet song in target language. ● Write the letters of the alphabet by sound in the target language. ● Spell their names, using the target language. ● Recite numbers 0-100 aloud using target language. ● Produce number combinations in different forms: phone numbers, math equations, locker combinations, etc, using target language. ● State missing numbers in a sequence, using target language. ● Conduct basic mathematical calculations in target language. ● Conduct a short research project focused on the different regions of Spain, their population, careers in those regions and cultural traditions and practices. Students will compare that to regional population facts, culture, and careers found in the United States.

<p>World Language: Novice-Mid</p> <p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.6 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 7.1.NM.PRSNT.6 8.1.8.DA.1</p> <p><i>List interdisciplinary below</i></p>	<p><u>Weeks 5 & 6: Calendar & Weather</u></p> <p>Students will be able to identify vocabulary in target language for:</p> <ul style="list-style-type: none"> • days of the week • months of the year • seasons • weather expressions <p>Students will be able to create and organize their schedule using Google Calendar.</p>	<p><u>Weeks 5 & 6: Calendar & Weather</u></p> <ul style="list-style-type: none"> • Recall and recite the date and days of the week in target language. • Recite the months of the year & days of the week song in target language. • Participate in various visual games using calendar and weather vocabulary in target language. • Sort the months by season in target language. • Provide information about seasons and weather conditions when prompted in target language. • Write the date of US holidays and celebrations in target language. • Conduct a short research project focused on exploring the cultural traditions of Pamplona, Spain. • Create assignment reminders for upcoming class activities.
<p>World Language: Novice-Mid</p> <p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4</p> <p><i>List interdisciplinary below</i></p>	<p><u>Week 7: Introduction to Nouns, Articles & Colors</u></p> <p>Students will be able to identify the gender and plurality of a noun in target language.</p> <p>Students will be able to recognize definite and indefinite articles in target language.</p> <p>Students will be able to identify, recall and recite vocabulary for colors in target language.</p> <p>Students will be able to begin to recognize noun and adjective agreement in target language.</p> <p>Students will be able to research, recall facts about Spain and comprehend the culture and traditions of Spain.</p>	<p><u>Week 7: Introduction to Nouns, Articles & Colors</u></p> <ul style="list-style-type: none"> • Through various games, students will recall articles (el/la, los/las, un/una, unos/unas) and plurals of nouns in target language. • Categorize and sort nouns by gender and arrange articles by type. • Through various games, students will recall and recite colors in target language. • Illustrate, describe and identify the colors of the Spanish flag in target language. • Compare and contrast the colors & significance of the U.S. vs. Spanish flag using vocabulary from target language.

<p>World Language: Novice-Mid</p> <p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4</p> <p>9.1.8.CP.1 9.1.8.CP.2</p> <p><i>List interdisciplinary below</i></p>	<p><u>Weeks 8 & 9: Clothing</u></p> <p>Students will be able to identify, recall and recite vocabulary for items of clothing and items on a basic shopping list in target language.</p> <p>Students will be able to listen to and replicate phrases using the verb llevar and appropriate subject pronouns in target language.</p> <p>Students will be able to apply adjective agreement with clothing vocabulary in target language.</p> <p>Students will be able to research information about famous fashion designers from Spanish speaking countries and compare pricing.</p> <p>Students will be able to research, recall facts about Spain and comprehend the culture and traditions of Spain.</p> <p>Students will understand the importance of bargaining at a market (regatear).</p>	<p><u>Weeks 8 & 9: Clothing</u></p> <ul style="list-style-type: none"> • Categorize clothing vocabulary by season in target language. • Describe a classmate's clothing in target language. • Formulate phrases using clothing descriptions and adjective agreement in target language. • Use clothing vocabulary in a basic conversation about shopping in target language. • Research and share information about Hispanic clothing designers. • Research Spain's traditional costumes such as Flamenco & bullfighting attire. • Compare clothing prices in the USA & Spain. • Convert currency and understand how to bargain to save money.
<p>World Language: Novice-Mid</p> <p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 7.1.NM.PRSNT.6</p>	<p><u>Week 10: Family & Spain</u></p> <p>Students will be able to identify, recall and recite vocabulary associated with the members of a family in target language.</p> <p>Students will be able to listen to, comprehend and replicate statements about family members, ages of family members and their names in target language.</p> <p>Students will be able to use possessive adjectives to identify family members: mi(s), tu(s), su(s) in target language.</p>	<p><u>Week 10: Family & Spain</u></p> <ul style="list-style-type: none"> • Through various games, students will recall and recite family vocabulary in target language. • Construct a family tree diagram using Google Applications in target language. • Write and recite a description of a family member using possessive adjectives and the verb tener. • Compare and contrast Quinceañera traditions to other similar cultural celebrations. • Research, identify and describe the Spanish Royal family

<p>6.3.8.CivicsPI.1</p> <p>8.1.8.IC.1</p> <p style="text-align: center;"><i>List interdisciplinary below</i></p>	<p>Students will use the verb tener to describe family members in target language.</p> <p>Students will research the Hispanic cultural celebration of Quinceañera and its cultural significance.</p> <p>Students will be able to research, recall facts about Spain and comprehend the culture and traditions of Spain.</p> <p>Students will discuss and research careers associated with being fluent in a foreign language.</p>	<p>members, using vocabulary from target language.</p> <ul style="list-style-type: none"> ● Research and discuss the type of government in Spain and its importance. ● Research careers associated with being fluent in a foreign language.
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Integrated accommodations and modifications for the following students:

<i>Special Education</i>	<i>ELL</i>	<i>At Risk</i>	<i>Gifted and Talented</i>	<i>504</i>
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- [Differentiation Strategies for Special Education Students: World Language](#)
- [Differentiation Strategies for ELL Students: World Language](#)
- [Differentiation Strategies for At Risk Students: World Language](#)
- [Differentiation Strategies for Gifted and Talented Students: World Language](#)
- [Differentiation Strategies for 504 Students: World Language](#)

Assessments

B=Benchmark	F = Formative
S = Summative	A/PB = Alternative

Benchmark Assessment:

- Week 1: Students will take a vocabulary inventory to assess knowledge of basic Spanish terms and cultural information about Spain.
- Week 9: Students will take a post assessment to demonstrate comprehension of basic Spanish vocabulary in context and cultural information about Spain.

Formative Assessment:

- **Weeks 1 & 2: Greetings & Introductions**
 - Kahoot: Greetings & Introductions vocabulary
- **Weeks 3 & 4: Alphabet & Numbers**
 - Listening comprehension activities and dictation practice in target language
 - Bingo numbers game

- Spelling Bee
- Guess the number
- **Weeks 5 & 6: Calendar & Weather**
 - Discuss date and weather conditions daily
 - Target language listening activity: Create a visual interpretation of seasons and evaluate weather conditions
 - Write the date of holidays and celebrations in target language
- **Week 7: Introduction to Nouns, Articles & Colors:**
 - Categorize nouns by gender and arrange articles by type
 - Match the correct article to a noun
 - Review colors via visuals (PPT/Quizlet/ flashcards)
 - Verbally identify the colors of common objects
- **Weeks 8 & 9: Clothing**
 - Sort and categorize clothing vocabulary by season
 - Verbally describe a classmate's clothing
 - Orally formulate phrases using clothing descriptions and adjective agreement
- **Week 10: Family & Spain**
 - Orally respond to questions based on a family tree diagram
 - Interpret a family description in Spanish using possessive adjectives and the verb "tener"
 - View and identify Spanish Royal family members from a portrait/painting
 - Kahoot of Spain facts and culture.

Summative Assessment:

- **Weeks 1 & 2: Greetings & Introductions**
 - Write and role play a brief formal discussion in target language
 - Written vocabulary quiz/test on greetings & introductions and geography of Spain
- **Weeks 3 & 4: Alphabet & Numbers**
 - Written quiz/test to assess alphabet and numbers 0 - 100 including a listening comprehension section in target language
- **Weeks 5 & 6: Calendar & Weather**

- Create a video weather report **8.1.8.A.2, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.E.1**
- Written quiz/test to assess vocabulary about weather, seasons, days of the week and months of the year.
- **Week 7: Introduction to Nouns, Articles & Colors:**
 - Student submission of vocabulary terms and accuracy of article application in target language
 - Written quiz to assess articles and gender of nouns
 - Illustrate and label the colors of the Spanish flag in target language
- **Weeks 8 & 9: Clothing**
 - Written vocabulary quiz/test to assess clothing vocabulary
 - Student fashion show with clothing descriptions in Spanish
- **Week 10: Family & Spain**
 - Written quiz/test to assess family vocabulary words and Spain facts and culture
 - Describe a family using a photograph to assess acquired vocabulary

Alternative/Performance Based Assessment:

- Create a brochure about tourist attractions in Spain using Google Applications **8.1.8.A.2, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.E.1**
- Create a video describing a classmate's clothing **8.1.8.A.2, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.E.1**
- Research a famous family and create a labeled family tree poster in the target language **8.1.8.A.2, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.E.1**

Resources

- <https://savvasrealize.com/#/>
- www.kahoot.com
- www.quizlet.com
- <https://conjuguemos.com/>
- www.studyspanish.com
- www.wordreference.com
- www.spanishspanish.com
- www.digitaldialects.com
- www.spanish4teachers.org
- www.weather.com/español
- www.cnn.com/espanol/
- www.rae.es
- <https://quizizz.com/>

- www.discoveryeducation.com
- <https://www.blooket.com/>
- <https://www.gimkit.com/>
- YouTube
- Google Applications
- Textbook