



Grade 6

World Language

Curriculum

Oradell Public School District
Oradell, NJ

2023

Oradell Public School District

World Language Curriculum Committee Credits:

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Visual and Performing Arts, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

Oradell Public School District

Introduction

The Oradell Public School is dedicated to the ongoing pursuit of educational excellence through comprehensive innovative curriculum and instruction. The District is committed to providing opportunities for social, emotional, and academic discovery to foster curiosity, courage, and character. Our goal is to prepare our students to become life-long learners who are self-directed, resilient, productive and responsible citizens.

Our curriculum, which is aligned to the New Jersey Student Learning Standards, is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts. Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The Oradell Public School curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate career readiness standards that will prepare our students to become responsible community members. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond.

At Oradell Public School we believe an education in world language fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

(Language taken from the NJDOE World Language NJSLS 2020 Vision Statement)

Oradell Public School District

Suggested Pacing Guide for World Language

Grade: Sixth

Unit	Approximate Months	Unit	Topics
1	September- November	School Days	<ul style="list-style-type: none"> • Numbers 1-100, thousands, million • Telling time/ la hora 24 hr. clock • Conjugate regular verbs in present tense • Subject pronouns • The alphabet in Spanish • The Alphabet book project • Spanish speaking countries and capitals • Dia de los Muertos • Dilwali • Music, Art, Poetry - Project of Spanish speaking countries
2	December- February	Food, Glorious Food	<ul style="list-style-type: none"> • Food • Mealtime preferences/customs • Hispanic recipes • Shop for groceries • Pricing • Verbs like (querer, merendar, beber, comer) • Restaurant project
3	March- June	All About Me	<ul style="list-style-type: none"> • Use the forms eres and soy appropriately. • Provide students with the opportunity to discuss how to make the world a better place culminating with Earth Day. • Like and dislikes • Create and conduct a friendly Interview

			<ul style="list-style-type: none"> • Introduce themselves and tell about their heritage • describe themselves and others physical characteristics • Create a heritage collage
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Sixth Grade World Language Curriculum

Unit 1: School Days

Unit Overview

Students comprehend authentic materials (one way communication) by reading (books/videos/stories), listening (videos/songs) and viewing (short clips/videos) that focus on numbers 1-100, 1000s, 24hr. clock, school subjects, conjugating regular verbs in present tense, subject pronouns, Spanish alphabet, and Spanish speaking countries and their capitals and climate, and Art, Music and Poetry.

Interpretive Mode

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.

Interpersonal Mode

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, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Presentational Mode

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.

Standards (NJSLs) Addressed in this Unit

Interpretive Mode

Students comprehend authentic materials (one way communication) by reading (books/videos/stories), listening (videos/songs) and viewing (short clips/videos) that focus on numbers 1-100, 1000s, 24hr. Clock, school subjects, conjugating regular verbs in present tense, subject pronouns, Spanish alphabet, and Spanish speaking countries and their capitals, and Art, Music and Poetry of Spanish speaking countries.

7.1NM.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.
<p>Interpersonal Mode</p> <p>Students initiate two way scripted/unscripted communication with classmates, teachers and heritage speakers in the target language in which they ask and answer questions about numbers 1-100, 1000s, 24hr. Clock, school subjects, conjugate regular verbs in present tense, subject pronouns, Spanish alphabet, and Spanish speaking countries, their capitals, and climate, and Art, Music and Poetry of Spanish speaking countries.</p>	
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.
7.1NM.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.
<p>Presentational Mode</p> <p>Students use one way communication of memorized material about numbers 1-100, 1000s, 24hr. Clock, school subjects, conjugate regular verbs in present tense, subject pronouns, Spanish alphabet, and Spanish speaking countries and their capitals and Art, Music and Poetry of Spanish speaking countries.</p>	
7.1NM.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.
7.1NM.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.

Unit Specific Vocabulary	
<ul style="list-style-type: none"> ● Numbers 1-100, thousands ● La hora (24 hr. clock) ● Musica, arte, poesia ● Conjugate regular verbs in present tense ● el/ la ● The alphabet in Spanish 	

Suggested Teaching Points	
<u>New Jersey Student Learning Standards NJSLS-World Languages</u>	<u>Objectives</u>
7.1NM.IPRET.1 7.1NM.IPRET.2	<ul style="list-style-type: none"> ● <i>Students will be able to count and respond with action while using numbers from 1 to 100, thousands and millions in Spanish while putting together and reading the daily calendar.</i> ● <i>Students will be able to ask and respond to requests for the 24hrs. time in Spanish.</i> ● <i>Students will be able to understand how we use numbers to convey personal information.</i>
7.1.NM.IPERS.2 7.1.NM.IPERS.3	<ul style="list-style-type: none"> ● <i>Students will be able to tell at what time certain events take place.</i> ● <i>Students will be able to tell what subjects you take in school and express some opinions about them.</i>
7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4	<ul style="list-style-type: none"> ● <i>Students will be able to sign with and conjugate regular “AR” verbs in the present tense.</i> https://www.youtube.com/watch?v=1RuevxWloCM ● <i>Students will be able to use subject pronouns to practice asking, writing and saying how they and others feel or act in accordance with certain music, art or poetry.</i>
7.1.NM.IPRET.1 7.1.NM.IPERS.3 7.1.NM.IPRET.4 7.1.NM.PRSNT.5	<ul style="list-style-type: none"> ● <i>Students will be able to say and identify the alphabet in Spanish.</i> ● <i>Students will be able to share words that begin with each letter of the Spanish alphabet.</i> ● <i>Students will be able to say the alphabet in Spanish by watching and singing https://www.youtube.com/watch?v=5MJbHmqaeDM and saying the letters to a partner.</i>

	<ul style="list-style-type: none"> • <i>Students will be able to create and share an alphabet book/slide presentation.</i>
7.1.NM.IPRET.3 7.1.NM.IPERS.3 7.1.NM.IPERS.6 7.1.NM.PRSNT.5	<ul style="list-style-type: none"> • <i>Students will be able to identify Spanish speaking countries and their capitals.</i> • <i>Students will be able to exchange information about climate in their own region and that of Spanish speaking countries.</i> • <i>Students will be able to express their preference to music, art and poetry from Spanish speaking countries.</i> • <i>Students will be able to present and imitate authentic music, art or poetry they have chosen from Spanish speaking countries.</i>
7.1.NM.IPERS.4	<ul style="list-style-type: none"> • <i>Students will be able to imitate gesture and intonation of greeting, leave-taking in daily interactions.</i>

Assessments

Possible Ongoing Assessments

- Listening activities
- Listening/ written quizzes: “Time”, “Class Schedule”, “Personal Pronouns”, “AR,ER verbs conjugation”
- Class participation/discussion
- Teacher observation of pronunciation

Specific Assessments

- **Oral:** Teacher observes students engaging in conversation in which they tell the time. Students engage in conversation in which they discuss their daily class schedule.
- **Written:** Students will write and create a daily schedule skit with peers.
- **Class Participation:** Students will engage in class discussions
- **Digital:** FlipGrid: <https://flipgrid.com/> - Students will record themselves speaking in Spanish, Students will read and answer questions involving vocabulary words, Quizizz - <https://quizizz.com/> - Students will complete online quizzes which assess a variety of Spanish topics.
- **Summative:** Teachers will assess students using a rubric for each individual assessment.
 - **Alphabet Picture Book:** Students in peer groups will create an alphabet picture book in Spanish. Each group will be responsible for one letter page. Students as a whole class will present the alphabet picture book in Spanish through Flipgrid.
 - **The Arts:** Students in peer groups will create a piece of Art, Music, or Poetry. Students within peer groups will present their piece of Art, Music, or Poetry of Spanish Speaking Countries.

Core Instructional Materials

- [Rockalingua.com](https://www.rockalingua.com/) - Song and Vocabulary
- [Quizlet.com](https://www.quizlet.com/) - Vocabulary
- ¡Hola Mundo! ¡Hola Amigos! Audio and visual : Teacher and Student manual, student workbook

- [Googletranslate.com](https://www.google.com/translating/) - English/Spanish dictionary online
- Listos! Level A and/or B, Student Edition, Textbook and Workbook

Mentor Texts

- Si Quisquieya Fuera un Color by Sili Recio

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extending the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Facial expressions and gestures that accompany oral language
- Varied grouping (individual/partner/small group/whole group)
- Heterogeneous ability pairing/grouping
- Multi-sensory approach (visual/auditory/tactile/kinesthetic)
- Alternative assignments/assessments (rubrics/checklists)
- Preferential seating
- Positive reinforcement
- Specific feedback
- Extended time for assignments
- Repeated directions
- 1:1 assistance when noted in IEP
- For the Hispanic History Month Project students will design a reduced infographic of the specific spanish speaking country. Content expected to be learned will be reduced.

Students at Risk

- Improvement plans within a set time frame
- Multi-sensory manipulatives
- Preferential seating
- Behavior chart to increase focus and work completion
- Sensory breaks
- Chromebook extensions
- Visualizing and verbalizing
- Reward system created for students at risk of school failure

English Language Learners

- Collaborate with English language teacher
- Preview content vocabulary visual clues (pictures)
- Use group projects rather than individual work
- Use of translation dictionaries to locate words in the native language
- Allow errors in speaking
- Reduce the amount of work required
- Repeated directions
- Check for understanding
- Asking pointed questions

- Use of iPad for translation between English and Spanish
- Direct instruction of idioms with pictures
- Use of interactive English and Spanish vocabulary websites
- Using different tools, students will be able to translate spanish words to their first language

Gifted and Talented

- Challenge questions and higher level thinking
- Reading in higher level spanish book
- Encourage students to explore concepts in depth and encourage independent studies or investigations
- Allow gifted students to take an assessment before starting a new unit to see what information is already familiar to them

Students with 504 Plans

- Provide notes/outlines/study guides
- Extended time for assignments/assessments
- Leveled/supplemental materials/resources
- Break up material into smaller parts
- Advanced organizers
- Repeated review/drill
- Memory-aids

Interdisciplinary Connections

<i>Speaking & Listening</i> SL.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.
<i>Speaking & Listening</i> SL.6.5	Include multimedia components (exp. Images, graphics, music, sound) and visual displays in presentations to clarify information.
<i>Visual & Performing Arts - Art</i> 1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual arts

Career Readiness, Life Literacies, and Key Skills

9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Career Ready Practices

CLKSP3	Consider the environmental, social, and economic impacts of decisions.
CLKSP4	Demonstrate creativity and innovation.
CLKSP5	Utilize critical thinking to make sense of problems and persevere in solving them.
CLKSP8	Use technology to enhance productivity, increase collaboration, and communicate effectively.
CLKSP9	Work productively in teams while using cultural global competence.

Computer Science and Design Thinking

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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Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher

All students in the World Language Classroom will use the target language in addition to English in the three modes of communication to apply and demonstrate their knowledge of the following: food, mealtime preferences/customs, grocery shopping, the verbs: to like, to want, to drink, to eat (gustar, querer, merendar, beber), Hispanic recipes, pricing, restaurant menus and exchange brief messages with others about climate in the Spanish speaking country they have for their “El Restaurante” project. Through language study students will also make connections and compare and contrast their culture with that of the target language.

Interpretive Mode

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.

Interpersonal Mode

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, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Presentational Mode

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.

Standards (NJSLS) Addressed in this Unit

Interpretive Mode

Students comprehend authentic materials (one way communication) by reading (books/videos/stories), listening (videos/songs)and viewing (short clips/videos) that focus on Spanish food, mealtime preferences/customs, grocery shopping, the verb: to like, to want, to snack, to drink, to eat (gustar, querer, merendar, beber), Hispanic recipes, pricing and restaurant menus.

7.1NM.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.
<p>Interpersonal Mode</p> <p>Students initiate two way scripted/unscripted communication with classmates, teachers and heritage speakers in the target language in which they ask and answer questions about Spanish food, mealtime preferences/customs, grocery shopping, the verb: to like, to want, to snack, to drink, to eat (gustar, querer, merendar, beber), Hispanic recipes, pricing and restaurant menus.</p>	
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.
7.1NM.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.
<p>Presentational Mode</p> <p>Students use one way communication of memorized material about Spanish food, mealtime preferences/customs, grocery shopping, the verbs: to like, to want, to snack, to drink, to eat (gustar, querer, merendar, beber), Hispanic recipes, pricing and restaurant menus.</p>	
7.1NM.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.
7.1NM.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.

Unit Specific Vocabulary

- Comida
- Cuanta
- Querer, merendar, beber, comer, me gustaria, para mi
- Clima
- Turismo
- Cambio
- Impacto
- Paices

Suggested Teaching Points

<u>New Jersey Student Learning Standards</u> <u>NJSLS-World Languages</u>	<u>Objectives</u>
7.1.NM.IPRET.1 7.1.NM.PRSNT.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4	<ul style="list-style-type: none"> ● <i>Students will be able to describe and report on the content of some foods in Spanish after they have researched cultural authentic menus.</i> ● <i>Students will be able to demonstrate and describe meals and meal time of Spanish speaking countries after comprehending authentic materials.</i> ● <i>Students will be able to compare and contrast Spanish speaking, U.S. and countries of their heritage's meal time customs.</i>
7.1.NM.IPRET.2 7.1.NM.IPERS.1 7.1.NM.IPERS.5	<ul style="list-style-type: none"> ● <i>Students will be able to role play interactions in a restaurant, requesting and providing information with a practice script.</i> ● <i>Students will imitate gestures and intonation while greeting and leave taking during their role play. (El Restaurante)</i>
7.1.NM.IPRET.3 7.1.NM.IPERS.3 7.1.NM.IPERS.4	<ul style="list-style-type: none"> ● <i>Students will be able to know how to say and use Spanish to ask for the following words: fork, spoon, knife, plate, napkin, bowl.</i> ● <i>Students will be able to explain what food he/she likes and dislikes.</i>
7.1.NM.IPERS.2 7.1.NM.IPERS.3	<ul style="list-style-type: none"> ● <i>Students will be able to discuss daily activities and learn useful vocabulary related to the three daily meals: breakfast, lunch, and dinner.</i> ● <i>Students will be able to use digital tools to outline and create a menu in Spanish.</i> ● <i>Students will be able to understand the importance of eating with family.</i>

<p>7.1NM.PRSNT.1 7.1.NM.PRSNT.5 7.1.NM.IPERS.6</p>	<ul style="list-style-type: none"> • <i>Students will be able to understand the differences within restaurants in other countries compared to ours and compare prices for the same goods or services. People's meals and meal times reflect their cultures and environments.</i> • Students will be able to 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 while presenting the "El Restaurante" project.
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Assessments

Possible Ongoing Assessments

- Listening activities
- Listening/ written quizzes: "Food", "Utensils", "Restaurant Project"
- Class participation/discussion
- Teacher observation of pronunciation

Specific Assessments

- **Oral:** Teacher observes students engaging in conversation in which they practice ordering and taking the orders in a restaurant .
- **Written:** Students will write a menu for a restaurant and create a skit with peers.
- **Class Participation:** Students will engage in class discussions
- **Digital:** FlipGrid: <https://flipgrid.com/> - Students will record themselves speaking in Spanish, Students will read and answer questions involving vocabulary words, Quizlet - <https://quizizz.com/> - Students will complete online quizzes which assess a variety of Spanish topics.
- **Summative:** Teachers will assess students using a rubric for each individual assessment.
 - *Restaurant:* Students in peer groups will research a Spanish speaking country's food, develop a mock restaurant, including: a name, a menu, waiter/waitress, hostess/host, patrons and props. Students in their groups will present their scripted skit in Spanish and it will be recorded through Flipgrid.

Core Instructional Materials

- Rockalingua.com - Song and Vocabulary
 - Quizlet.com - Vocabulary
 - ¡Hola Mundo! ¡Hola Amigos! Audio and visual : Teacher and Student manual, student workbook
 - Googletranslate.com - English/Spanish dictionary online
 - [Authentic Cook Books](#)
 - Listos! Level A and/or B, Student Edition, Textbook and Workbook
- Mentor Texts
- **Filipino Friends** by Liana Romulo
 - Everybody Cooks Rice by Norah Dooley

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extending the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Facial expressions and gestures that accompany oral language
- Varied grouping (individual/partner/small group/whole group)
- Heterogeneous ability pairing/grouping
- Multi-sensory approach (visual/auditory/tactile/kinesthetic)
- Alternative assignments/assessments (rubrics/checklists)
- Preferential seating
- Positive reinforcement
- Specific feedback
- Extended time for assignments
- Repeated directions
- 1:1 assistance when noted in IEP
- In this unit students will create a menu. Differentiation will be based on content, vocabulary and quantity expected to be learned and applied.

Students at Risk

- Improvement plans within a set time frame
- Multi-sensory manipulatives
- Preferential seating
- Behavior chart to increase focus and work completion
- Sensory breaks
- Chromebook extensions
- Visualizing and verbalizing

English Language Learners

- Collaborate with English language teacher
- Preview content vocabulary visual clues (pictures)
- Use group projects rather than individual work
- Use of translation dictionaries to locate words in the native language
- Allow errors in speaking, reduce the amount of work required
- Repeated directions
- Check for understanding
- Asking pointed questions
- Use of iPad for translation between English and Spanish
- Direct instruction of idioms with pictures
- Use of interactive English and Spanish vocabulary websites

Gifted and Talented

- Challenge questions and higher level thinking
- Reading in higher level spanish book
- Encourage students to explore concepts in depth and encourage independent studies or

investigations

- Allow gifted students to take an assessment before starting a new unit to see what information is already familiar to them

Students with 504 Plans

- Provide notes/outlines/study guides
- Extended time for assignments/assessments
- Leveled/supplemental materials/resources
- Break up material into smaller parts
- Advanced organizers
- Repeated review/drill
- Memory-aids

Interdisciplinary Connections

<i>Speaking & Listening</i> SL.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.
<i>Speaking & Listening</i> SL.6.5	Include multimedia components (exp. Images, graphics, music, sound) and visual displays in presentations to clarify information.
<i>Visual & Performing Arts - Art</i> 1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual arts

Career Readiness, Life Literacies, and Key Skills

9.1.8.CP.1	Compare prices for the same goods or services.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial

	grouping.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Career Ready Practices

CLKSP3	Consider the environmental, social, and economic impacts of decisions.
CLKSP4	Demonstrate creativity and innovation.
CLKSP5	Utilize critical thinking to make sense of problems and persevere in solving them.
CLKSP8	Use technology to enhance productivity, increase collaboration, and communicate effectively.
CLKSP9	Work productively in teams while using cultural global competence.

Computer Science and Design Thinking

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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Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
 - Self-advocating when working on a task. Asking questions when not understanding.
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.

- Cool down spot in the classroom to take a break.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work. I.e. pronunciation of words.
 - Being a good audience when others are presenting.
 - Celebrating successes of self and others.
- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Students provide positive feedback to others to support their learning.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules
 - When chosen to be team leader, delegating responsibilities to other group members.

Unit 3: All About Me

Unit Overview

Students use the target language in the three modes of communication to demonstrate and apply their knowledge on the verb to be (ser) in the form of eres and soy, sports and pastimes, likes and dislikes, describe themselves and others physical characteristics, create and conduct a friendly interview, be able to introduce themselves and tell about their heritage and create a heritage collage.

Interpretive Mode

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.

Interpersonal Mode

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, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Presentational Mode

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.

Standards (NJSLs) Addressed in this Unit

Interpretive Mode

Students comprehend authentic materials (one way communication) by reading (books/videos/stories), listening (videos/songs) and viewing (short clips/videos) that focus on the verb to be (ser) in the form of eres and soy, sports and pastimes, likes and dislikes, describe themselves and others physical characteristics, create and conduct a friendly Interview, be able to Introduce themselves and tell about their heritage and create a heritage collage.

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.
<p>Interpersonal Mode</p> <p>Students initiate two way scripted/unscripted communication with classmates, teachers and heritage speakers in the target language in which they ask and answer questions about the verb to be (ser) in the form of eres and soy, sports and pastimes, likes and dislikes, describe themselves and others physical characteristics, create and conduct a friendly Interview, be able to Introduce themselves and tell about their heritage and create a heritage collage.</p>	
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.
7.1NM.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.
<p>Presentational Mode</p> <p>Students use one way communication of memorized material about the verb to be (ser) in the form of eres and soy, sports and pastimes, likes and dislikes, describe themselves and others physical characteristics, create and conduct a friendly Interview, be able to Introduce themselves and tell about their heritage and create and present too teacher and peers a heritage collage.</p>	
7.1NM.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.
7.1NM.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.

Unit Specific Vocabulary

- Use the forms **eres** and **soy** appropriately.
- Los deportes
- Cultura, raises
- Características físicas

Suggested Teaching Points

<u>New Jersey Student Learning Standards</u> <u>NJSLS-World Languages</u>	<u>Objectives</u>
7.1NM.IPRET.1 7.1NM.IPRET.3	<ul style="list-style-type: none"> • Students will be able to ask about and respond to requests for geographic origin.
7.1.NM.IPRET.2	<ul style="list-style-type: none"> • Students will be able to role play interactions in order to interview each other.
7.1.NM.IPERS.2 7.1.NM.IPERS.1 7.1.NM.IPERS.3	<ul style="list-style-type: none"> • Students will be able to state and express one’s own and react to others basic preferences when using <i>Me gusta</i> o <i>no me gusta</i> (likes and dislikes). • Students will be able to use the direct object pronouns to say what activities they like to do.
7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1NM.IPERS.2 7.1.NM.PRSNT.1 7.1.NM.PRSNT.3	<ul style="list-style-type: none"> • Students will be able to use digital tools “flipgrid” to conduct the interview. • Students will be able to use the forms eres and soy appropriately. • Students will be able to state and present where they and listen to where others are from using SER/SOY • Students will be able to imitate and sing the “The Ser song” https://www.youtube.com/watch?v=w6TjefGxfPY .
7.1NM.PRSNT.1 7.1.NM.PRSNT.4 7.1.NM.IPERS.4 7.1.NM.PRSNT.5	<ul style="list-style-type: none"> • Students will be able to describe themselves and others physical characteristics orally using memorized words, phrases, and sentences. • Students will conduct an interview of a classmate using the specific criteria set by the teacher and the rubrics with the clear expectations. • Students will be able to have an active role in the interview.
7.1NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5	<ul style="list-style-type: none"> • Students will be able to introduce people to one another using direct object pronouns. • Students will be able to learn the different customs and gestures that can be part of the culture when conducting an interview. • Students will be able to learn about other cultures by Creating a heritage collage and presenting it in class.

Assessments

Possible Ongoing Assessments

- Listening activities
- Listening/ written quizzes: “Physical Characteristics”/ ”Sports and Pastimes”/ “Collage Project”
- Class participation/discussion
- Teacher observation of pronunciation

Specific Assessments

- **Oral:** Teacher observes students engaging in conversation in which they practice conducting a friendly interview where they ask peers about sports and pastimes, and likes and dislikes.
- **Written:** Students will write about their physical characteristics.
- **Class Participation:** Students will engage in class discussions
- **Digital:** FlipGrid: <https://flipgrid.com/> - Students will record themselves speaking in Spanish, Students will read and answer questions involving vocabulary words, Quizlet - <https://quizizz.com/> - Students will complete online quizzes which assess a variety of Spanish topics.
- **Summative:** Teachers will assess students using a rubric for each individual assessment.
 - *Heritage Project:* Students individually will create a heritage collage. They will be able to introduce themselves, incorporate the verb “soy”, discuss sports or pastimes, likes and dislikes, describe their physical characteristics, and their heritage in Spanish. Students will present their Heritage collage project to peers and the teacher.

Core Instructional Materials

- Listos! Level A and/or B, Student Edition, Text book and Workbook
- Rockalingua.com - Song and Vocabulary
- Quizlet.com - Vocabulary
- ¡Hola Mundo! ¡Hola Amigos! Audio and visual : Teacher and Student manual, student workbook)
- Googletranslate.com - English/Spanish dictionary online

Mentor Texts

- The Most Beautiful Thing by Kao Kalia Yang
- Whoever You Are by Mem Fox

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extending the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Facial expressions and gestures that accompany oral language
- Varied grouping (individual/partner/small group/whole group)
- Heterogeneous ability pairing/grouping
- Multi-sensory approach (visual/auditory/tactile/kinesthetic)
- Alternative assignments/assessments (rubrics/checklists)
- Preferential seating

- Positive reinforcement
- Specific feedback
- Extended time for assignments
- Repeated directions
- 1:1 assistance when noted in IEP

Students at Risk

- Improvement plans within a set time frame
- Multi-sensory manipulatives
- Preferential seating
- Behavior chart to increase focus and work completion
- Sensory breaks, chromebook extensions, visualizing and verbalizing

English Language Learners

- Collaborate with English language teacher
- Preview content vocabulary visual clues (pictures)
- Use group projects rather than individual work
- Use of translation dictionaries to locate words in the native language
- Allow errors in speaking
- Reduce the amount of work required
- Repeated directions
- Check for understanding
- Asking pointed questions
- Use of iPad for translation between English and Spanish
- Direct instruction of idioms with pictures
- Use of interactive English and Spanish vocabulary websites

Gifted and Talented

- Challenge questions and higher level thinking
- Reading in higher level spanish book
- Encourage students to explore concepts in depth and encourage independent studies or investigations
- Allow gifted students to take an assessment before starting a new unit to see what information is already familiar to them

Students with 504 Plans

- Provide notes/outlines/study guides
- Extended time for assignments/assessments
- Leveled/supplemental materials/resources
- Break up material into smaller parts
- Advanced organizers
- Repeated review/drill
- Memory-aids

Interdisciplinary Connections

<i>Speaking & Listening</i> SL.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.
<i>Speaking & Listening</i> SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
<i>Writing</i> W.6.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

Career Readiness, Life Literacies, and Key Skills

9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping.
9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

9.4.8.TL.4	Synthesize and publish information about a local or global issue or event.
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.
<u>Career Ready Practices</u>	
CLKSP4	Demonstrate creativity and innovation.
CLSKP8	Use technology to enhance productivity, increase collaboration, and communicate effectively.
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<u>Social Emotional Learning Competencies</u>	
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