

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 6 Spanish Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in World Language

Curriculum Scope and Sequence			
Content Area	Exploratory Spanish	Course Title/Grade Level:	Grade 6

Topic/Unit Name		Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u>	Alphabet, Accents & Classroom Expressions	6- Days
<u>Topic/Unit #2</u>	Greetings, Introductions & Common Courtesies & Grammar	6- Days
<u>Topic/Unit #3</u>	Numbers 1-100 (Visit to the Market)	5- Days
<u>Topic/Unit #4</u>	Weekdays, Months, Seasons, Weather, Dates & Holidays	4- Days
<u>Topic/Unit #5</u>	Spanish-speaking Countries, Geography, Cultures, and Traditions	4- Days
<u>Topic/Unit# 6</u>	Spanish Grammar	7- Days

Topic/Unit 1 Title	Alphabet, Accents & Classroom Expressions	Approximate Pacing	6 days
STANDARDS			
NJSLS World Language			
<p>Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of “one-way” reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpretation requires higher-level comprehension because it implies the ability to read or listen “between the lines.”</p> <ul style="list-style-type: none"> • 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. • 7.1.NM.A.2 Demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response. • 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture. • 7.1.NM.A.4 Identify familiar people, places, and objects, based on simple oral and/or written descriptions. • 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. • 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. • 7.1.NM.B.2 Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings and daily interactions. • 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings and daily interactions. • 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. • 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content area • 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. • 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits. • 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 			

<ul style="list-style-type: none"> • 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture. • 7.1.NH.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture. 	
Interdisciplinary Connections:	Computer Science & Design Thinking:
<p>Music:</p> <p>1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.</p> <p>1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.</p> <p>1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>Activities</p> <p>Music will be integrated into this unit. Students will learn a song in order to memorize the alphabet in Spanish. Students will learn a song in order to remember the pronunciation in Spanish.</p>	<p>8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.</p> <p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</p> <p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Students will use technology for essential tasks in class and discuss its use in school and different parts of the world. • Students will collect data, select and utilize a computational tool to organize and share that data for a project.
Career Readiness, Life Literacies & Key Skills:	
<p>9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.</p> <p>9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.</p> <p>9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.</p> <p>9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Students will discuss classroom expectations and how they can contribute. • Students will interpret the meaning of advertisements and other visuals that include accents and/or classroom expressions. • Students will set individual goals and reflect on their progress toward those goals. 	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I pronounce the letters of the alphabet in Spanish? • What are the accents in Spanish, what purpose do they serve, and how do they impact meaning? 	

- What are some basic expressions that can help me speak Spanish in class?

Enduring Understandings:

- The pronunciation of the letters of the alphabet in Spanish is different from the pronunciation of the letters of the alphabet in English.
- In Spanish there are accents which can change the pronunciation of different letters (and the meaning).

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> • The pronunciation of the letters of the alphabet • The accents in Spanish and how they are used • That accents affect the meaning of combined letters (or words) • The spelling and pronunciation of basic classroom expressions 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify accents in different Spanish words • Identify the meaning of combined letters with vs. without an accent mark • Spell out their name phonetically in Spanish • Follow and apply basic commands in Spanish • Complete listening activities on pertinent vocabulary • Recognize vocabulary through games and TPR

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Students will be given a written formative assessment on the alphabet, accents, and classroom expressions. The assessment will consist of identifying accents in Spanish words, differentiating between statements that a teacher would say and statements that a student would say, multiple choice questions, spelling out words phonetically in Spanish, and identifying the meaning the same letter combinations with and without accent marks.</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>In class, students complete speaking, listening, reading, and writing activities and provide responses physically (TPR), on whiteboards, quick knowledge checks, exit tickets, Peardeck, Nearpod, Kahoot and Quizlet Live in order to assess their knowledge of grammar and vocabulary acquisition.</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Students will be tested aurally and orally.</p>

Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Students take a pre-assessment on paper, GoFormative, and/or Google Forms in order to obtain baseline data about the topic presented. Students will take the same assessment at the end of the unit as a study guide in order to see what they need to study for their summative assessment.
RESOURCES	
Core instructional materials: <ul style="list-style-type: none"> Teacher-created materials, including SmartBoard and Google Slides presentations, and teacher generated vocabulary and grammar notes Avancemos Textbook, Avancemos Grammar Tutor, and online resources on https://my.hrw.com/ (grades 7 & 8) 	
Supplemental materials: <ul style="list-style-type: none"> Quizlet Google Classroom Language Guide Languages Online Play Factile Kahoot Games for Language 	
Modifications for Learners	
See appendix	

Topic/Unit 2 Title	Greetings, Introductions & Common Courtesies	Approximate Pacing	6 days
STANDARDS			
NJSLS World Language			
<p>Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of “one-way” reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpretation requires higher-level comprehension because it implies the ability to read or listen “between the lines.”</p> <ul style="list-style-type: none"> • 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. • 7.1.NM.A.2 Demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response. • 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture • 7.1.NM.A.4 Identify familiar people, places, and objects, based on simple oral and/or written descriptions. • 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. • 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. • 7.1.NM.B.2 Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings and daily interactions. • 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings and daily interactions. • 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. • 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content area 			

- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture.
- 7.1.NH.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture.

Interdisciplinary Connections:

Visual and Performing Arts

1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.

1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.

1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre

1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.

1.4.8.Cr3b: Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.

1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.

Activities

Students will create a skit in Spanish using both a formal and an informal register of Spanish. In the first skit, students will pretend to be two friends. In the second skit, students will pretend to be two colleagues in a Spanish business.

Computer Science & Design Thinking:

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

Activities:

- Students will discuss safe use and storage of personal information, including account passwords.
- Students will discuss technology that assists in language learning and communication, their impact on daily lives, as well as the importance of becoming bilingual in their future education and career options.

	<ul style="list-style-type: none"> Students will use technology for essential tasks in class and discuss its use in school and different parts of the world. Students will collect data, select and utilize a computational tool to organize and share that data for a project.
Career Readiness, Life Literacies & Key Skills:	
<p>9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.</p> <p>9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.</p> <p>9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.</p> <p>Activities:</p> <ul style="list-style-type: none"> Students will discuss classroom expectations and how they can contribute. Students will interpret the meaning of advertisements and other visuals that include accents and/or classroom expressions. Students will set individual goals and reflect on their progress toward those goals. 	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Essential Questions:</p> <ul style="list-style-type: none"> How do I greet and say goodbye to someone appropriately in Spanish? How are greetings and introductions in Spanish speaking countries different from the United States? What do I say to introduce myself and someone else in a conversation? What can I say in Spanish to express how I am feeling? When do I use a formal and informal register when speaking Spanish? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Greetings in Spanish can vary greatly from country to country. Formal versus informal etiquette is imperative to understand in order to respect Spanish cultural values and norms. 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge

<p>Students will know:</p> <ul style="list-style-type: none"> The pronunciation and spelling basic greetings and introductions in Spanish. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Greet people, introduce myself and others, provide basic personal information, and say farewell. How to recognize and use common greetings and farewells at the appropriate time of day. Introduce themselves and differentiate between the “tú” and “usted” forms.
<p align="center">ASSESSMENT OF LEARNING</p>	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Students will work collaboratively in order to create a comic strip, puppet show, video or skit that incorporates the vocabulary for greetings, introductions and common courtesies. Students will use both formal and informal registers in Spanish.</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>In class, students complete speaking, listening, reading, and writing activities and provide responses physically (TPR), on whiteboards, quick knowledge checks, exit tickets, Peardeck, Nearpod, Kahoot and Quizlet Live in order to assess their knowledge of grammar and vocabulary acquisition.</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Students will be tested aurally and orally versus having to present a skit/ video/ comic strip in front of the class.</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Students take a pre-assessment on paper, GoFormative, and/or Google Forms in order to obtain baseline data about the topic presented. Students will take the same assessment at the end of the unit as a study guide in order to see what they need to study for their summative assessment.</p>
<p align="center">RESOURCES</p>	
<p>Core instructional materials:</p> <ul style="list-style-type: none"> Teacher-created materials, including SmartBoard and Google Slides presentations, and teacher generated vocabulary and grammar notes Avancemos Textbook, Avancemos Grammar Tutor, and online resources on https://my.hrw.com/ (grades 7 & 8) 	
<p>Supplemental materials:</p>	

- [Quizlet](#)
- [Google Classroom](#)
- [Language Guide](#)
- [Languages Online](#)
- [Play Factile](#)
- [Kahoot](#)
- [Games for Language](#)

Modifications for Learners

See [appendix](#)

Topic/Unit 3 Title	Numbers 1-100 (Visit to the Market)	Approximate Pacing	5 days
STANDARDS			
NJSLS World Language			
<p>Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of “one-way” reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpretation requires higher-level comprehension because it implies the ability to read or listen “between the lines.”</p> <ul style="list-style-type: none"> • 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. • 7.1.NM.A.2 Demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response. • 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture • 7.1.NM.A.4 Identify familiar people, places, and objects, based on simple oral and/or written descriptions. • 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. • 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. • 7.1.NM.B.2 Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings and daily interactions. • 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings and daily interactions. • 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. • 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content area • 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. • 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits. • 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture. 			

- 7.1.NH.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture.

Interdisciplinary Connections:	Computer Science & Design Thinking:
<p>Math:</p> <p>6.EE.A.1 Apply and extend previous understandings of arithmetic to algebraic expressions.</p> <p>Activities In order to practice numbers in Spanish, students will complete basic math problems in Spanish. Students will solve problems that require addition, subtraction, multiplication and division. Problems will incorporate order of operations and exponents in order to emphasize grade level skills in mathematics.</p>	<p>8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.</p> <p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</p> <p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Students will use technology for essential tasks in class and discuss its use in school and different parts of the world. • Students will collect data, select and utilize a computational tool to organize and share that data for a project.
Career Readiness, Life Literacies & Key Skills:	
<p>9.1.8.CP.1: Compare prices for the same goods or services.</p> <p>9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.</p> <p>9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.</p> <p>9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).</p> <p>9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.</p> <p>9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.</p> <p>9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.</p> <p>9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.</p> <p>9.1.8.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Students will compare prices of goods in a market setting and negotiate prices in given scenarios. • Student will evaluate factors impacting their financial decisions related to market products and purchases (personal, familial, and 	

cultural values, emotions, attitudes, behaviors, etc.)

- Students will interpret the meaning of advertisements and other visuals.
- Students will set individual goals and reflect on their progress toward those goals.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:

- Why is it useful to know numbers in Spanish?
- What are the basic math symbols in Spanish?
- How are phone numbers different in Spanish?

Enduring Understandings:

- Emergency phone numbers in Spanish are different from emergency phone numbers in the United States.
- Knowing numbers is important in order to state your age, the date, your phone number and complete basic mathematical equations.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> • The pronunciation and spelling of numbers 0-100 in Spanish. • Identify number sounds in sequential order. • The pronunciation and spelling of basic mathematical symbols in Spanish 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Students will be able to count 1-100 in Spanish. • Students will be able to ask and answer “Cuántos hay?” • Students will be able to add and subtract in Spanish. • Pronounce and spell numbers 1-100 correctly • Complete listening activities on pertinent vocabulary

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Students will be given a written formative assessment on numbers 1-100. The quiz will incorporate mathematical problems in Spanish, sequencing questions, number identification questions, and listening comprehension.</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>In class, students complete speaking, listening, reading, and writing activities and provide responses physically (TPR), on whiteboards, quick knowledge checks, exit tickets, Peardeck, Nearpod, Kahoot and Quizlet Live in order to assess their knowledge of grammar and vocabulary acquisition.</p>

Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<p>Students will be tested orally versus having a written test.</p>
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<p>Students take a pre-assessment on paper, GoFormative, and/or Google Forms in order to obtain baseline data about the topic presented. Students will take the same assessment at the end of the unit as a study guide in order to see what they need to study for their summative assessment.</p>
RESOURCES	
Core instructional materials: <ul style="list-style-type: none"> Teacher-created materials, including SmartBoard and Google Slides presentations, and teacher generated vocabulary and grammar notes Avancemos Textbook, Avancemos Grammar Tutor, and online resources on https://my.hrw.com/ (grades 7 & 8) 	
Supplemental materials: <ul style="list-style-type: none"> Quizlet Google Classroom Language Guide Languages Online Play Factile Kahoot Games for Language Study stack 	
Modifications for Learners	
See appendix	

Topic/Unit 4 Title	Weekdays, Months, Seasons, Weather, Dates & Holidays	Approximate Pacing	4 days
STANDARDS			
NJSLS World Language			
<p>Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of “one-way” reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpretation requires higher-level comprehension because it implies the ability to read or listen “between the lines.”</p> <ul style="list-style-type: none"> • 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. • 7.1.NM.A.2 Demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response. • 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture • 7.1.NM.A.4 Identify familiar people, places, and objects, based on simple oral and/or written descriptions. • 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. • 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. • 7.1.NM.B.2 Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings and daily interactions. 			

- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content area
- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture.
- 7.1.NH.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture.

Interdisciplinary Connections:

Art:

1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives
1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

Social Studies:

6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

Activities

Art will be integrated into this unit. In order for students to better understand the months of the year, they will draw a picture that they can associate with each month. Students may create a calendar about Spanish-speaking countries' holidays and incorporate the weather, too.

Computer Science & Design Thinking:

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Activities:

- Students will use technology for essential tasks in class and discuss its use in school and different parts of the world.

- Students will collect data, select and utilize a computational tool to organize and share that data for a project about the calendar, weather tools and forecasts, and/or holidays.

Career Readiness, Life Literacies & Key Skills:

- 9.1.8.CR.1:** Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2:** Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.1.8.CP.1:** Compare prices for the same goods or services.
- 9.1.8.FP.1:** Describe the impact of personal values on various financial scenarios.
- 9.1.8.FP.2:** Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.FP.3:** Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
- 9.1.8.FP.4:** Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
- 9.1.8.FP.6:** Compare and contrast advertising messages to understand what they are trying to accomplish.
- 9.1.8.PB.5:** Identify factors that affect one's goals, including peers, culture, location, and past experiences.

Activities:

- Student will select a holiday event or activity they would like to partake and evaluate factors impacting their decision including the weather, date, and financial aspects (personal, familial, and cultural values, emotions, attitudes, behaviors, etc.).
- Students will create a calendar about Spanish-speaking countries' holidays and discuss the role of philanthropy in holiday events and activities.
- Students will interpret the meaning of advertisements and other visuals as related to holiday events, activities, and products.
- Students will set individual goals and reflect on their progress toward those goals.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions

- How do holidays in Spanish-speaking countries compare to American holidays?
- How does the American calendar compare with the calendar in Spanish-speaking countries?
- How do the seasons and weather in the United States compare with Spanish-speaking countries?

Enduring Understandings:

- Different cultures celebrate different holidays.
- The calendar and date is written differently in different countries.

STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i></p> <ul style="list-style-type: none"> • The spelling and pronunciation of the days of the week in Spanish • The spelling and pronunciation of the months of the year and the seasons in Spanish • The proper format for writing the date in Spanish. • Spanish holidays & celebrations 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Identify the day of the week on a calendar. • Ask and answer basic questions about birthdays • Express date in Spanish format.
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	Students will take a summative assessment that encompasses writing out dates in Spanish, identifying different weekdays on a calendar.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	In class, students complete speaking, listening, reading, and writing activities and provide responses physically (TPR), on whiteboards, quick knowledge checks, exit tickets, Peardeck, Nearpod, Kahoot and Quizlet Live in order to assess their knowledge of grammar and vocabulary acquisition.
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Students will be tested orally and aurally about their learning instead of having a written test.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Students take a pre-assessment on paper, GoFormative, and/or Google Forms in order to obtain baseline data about the topic presented. Students will take the same assessment at the end of the unit as a study guide in order to see what they need to study for their summative assessment.
RESOURCES	
Core instructional materials:	

- Teacher-created materials, including SmartBoard and Google Slides presentations, and teacher generated vocabulary and grammar notes
- Avancemos Textbook, Avancemos Grammar Tutor, and online resources on <https://my.hrw.com/> (grades 7 & 8)

Supplemental materials:

- [Quizlet](#)
- [Google Classroom](#)
- [Language Guide](#)
- [Languages Online](#)
- [Play Factile](#)
- [Kahoot](#)
- [Games for Language](#)

Modifications for Learners

See [appendix](#)

Topic/Unit 5 Title	Spanish-speaking Countries, Geography, Cultures, and Traditions	Approximate Pacing	4 days
STANDARDS			
NJSLS World Language			
<p>Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of “one-way” reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpretation requires higher-level comprehension because it implies the ability to read or listen “between the lines.”</p> <ul style="list-style-type: none"> • 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. • 7.1.NM.A.2 Demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response. • 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture • 7.1.NM.A.4 Identify familiar people, places, and objects, based on simple oral and/or written descriptions. • 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. • 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. • 7.1.NM.B.2 Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings and daily interactions. • 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings and daily interactions. • 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. • 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content area 			

- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture.
- 7.1.NH.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture.

Interdisciplinary Connections:

Art:

1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives

1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

Social Studies:

6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

Activities

Students complete a research project on a Spanish-speaking country. Students will draw and label a map that they can associate with each region and location.

Computer Science & Design Thinking:

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Activities:

- Students will use technology for essential tasks in class and discuss its use in school and different parts of the world.
- Students will discuss technology that assists in language learning and communication as well as the importance of becoming bilingual in their future education.
- Students will collect data, select and utilize a computational tool to organize and share that data for a project about a Spanish-speaking country or region.

Career Readiness, Life Literacies & Key Skills:

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.1.8.CP.1: Compare prices for the same goods or services.

9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.

9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).

9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.

9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.

9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.

9.1.8.PB.3: Explain how to create budget that aligns with financial goals.

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.1.8.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.

Activities:

- Students complete a research project on a Spanish-speaking country and present their findings through a google slides presentation. They must include basic information about the country, culinary specialties, special holidays or events, and tourist attractions in their presentation. They will share activities they would engage in and evaluate factors impacting their decision (personal, familial, and cultural values, emotions, attitudes, behaviors, etc.). As an extension, students may identify expenses for a future visit to the country and create a budget.
- Students will discuss the role of philanthropy in special events, activities, and attractions in different countries.
- Students will interpret the meaning of advertisements and other visuals as related to cultural events, activities, and products.
- Students will set individual goals and reflect on their progress toward those goals.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:

- Which countries around the world speak Spanish?
- Where are the Spanish-speaking countries located?
- What are the different regions of Spanish?
- Why is it important to learn about Spanish culture and the Spanish language?

Enduring Understandings:

- Learning Spanish leads to a better understanding of one's own language, increases vocabulary, and aids in cultural knowledge.

- Spanish has links to many other content areas such as history, philosophy and art.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> • The location of the Spanish-speaking countries and the countries which surround it. • The basic shape and geographical features of Spanish-speaking countries. • Cultural foods and sports that are typical to Spanish-speaking countries. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the different regions in the Spanish-speaking countries • Label & color Spanish-speaking countries on a map • Present a culinary specialty from a country or region of their choice • Present a tourist attractions from a country or region of their choice

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Students will create an online presentation or a poster about the regions of the Spanish-speaking countries. Students will present their learning to the class about their chosen country or region.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	In class, students complete speaking, listening, reading, and writing activities and provide responses physically (TPR), on whiteboards, quick knowledge checks, exit tickets, Peardeck, Nearpod, Kahoot and Quizlet Live in order to assess their knowledge of grammar and vocabulary acquisition.
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Students will be tested orally about their knowledge of the Spanish-speaking countries versus having to create a poster/presentation.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Students take a pre-assessment on paper, GoFormative, and/or Google Forms in order to obtain baseline data about the topic presented. Students will take the same assessment at the end of the unit as a study guide in order to see what they need to study for their summative assessment.

RESOURCES

Core instructional materials:

- Teacher-created materials, including SmartBoard and Google Slides presentations, and teacher generated vocabulary and grammar notes

Avancemos Textbook, Avancemos Grammar Tutor, and online resources on <https://my.hrw.com/> (grades 7 & 8)

Supplemental materials:

- [Quizlet](#)
- [Google Classroom](#)
- [Language Guide](#)
- [Languages Online](#)
- [Play Factile](#)
- [Kahoot](#)
- [Games for Language](#)

Modifications for Learners

See [appendix](#)

Topic/Unit 6 Title	Spanish Grammar Subject pronouns and verb to be “ser”	Approximate Pacing	7 days
STANDARDS			
NJSLS World Language			
<p>Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of “one-way” reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpretation requires higher-level comprehension because it implies the ability to read or listen “between the lines.”</p> <ul style="list-style-type: none"> • 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. • 7.1.NM.A.2 Demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response. • 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture • 7.1.NM.A.4 Identify familiar people, places, and objects, based on simple oral and/or written descriptions. • 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. • 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. • 7.1.NM.B.2 Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings and daily interactions. • 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings and daily interactions. • 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. • 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content area • 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. • 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits. • 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. 			

- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture.
- 7.1.NH.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture.

Interdisciplinary Connections:	Computer Science & Design Thinking:
<p>Language Arts:</p> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Activities</p> <p>Students will make comparisons and connections to English Language Arts by identifying noun, verb, gender, and number agreement when describing oneself and others.</p>	<p>8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.</p> <p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</p> <p>8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.</p> <p>8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.</p> <p>8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.</p> <p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Students will use technology for essential tasks in class and discuss its use in school and different parts of the world. • Students will discuss technology that assists in language learning and communication as well as the importance of becoming bilingual in their future education. Then, they may create a newsletter using appropriate grammar to explain why it is important to learn Spanish. • Students will collect data, select and utilize a computational tool to organize and share that data for a project. For example, students may survey classmates about their personalities, then organize the data, and create different visual representations of it to identify trends.

Career Readiness, Life Literacies & Key Skills:

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

Activities

- Students will create a short skit using verb to-be "ser" to introduce themselves and ways they can give back.
- Students will survey classmates about their personalities, then organize the data, and create different visual representations of it to identify trends.
- Students will set individual goals and reflect on their progress toward those goals.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:

- Why continue to learn Spanish?
- How are Spanish-speaking cultures similar and different to American culture?

Enduring Understanding:

Learning Spanish enhances understanding of one's own language and culture while broadening knowledge and understanding of Spanish cultures, their influence on American culture, global communities and cultural perspectives

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<i>Students will know:</i> <ul style="list-style-type: none"> • Subject pronouns • To be 'ser' verb in the present tense 	<i>Students will be able to:</i> <ul style="list-style-type: none"> • Replace names by pronouns • Read, write, and apply verb to be "ser" in the present tense

ASSESSMENT OF LEARNING

Summative Assessment
(Assessment at the end of the learning period)

Students will be given a written formative assessment on numbers, subject pronouns and verb to-be "ser". The quiz will incorporate filling in the blank sentences.

Formative Assessments (Ongoing assessments during the learning period to inform instruction)	In class, students complete speaking, listening, reading, and writing activities and provide responses physically (TPR), on whiteboards, quick knowledge checks, exit tickets, Peardeck, Nearpod, Kahoot and Quizlet Live in order to assess their knowledge of grammar and vocabulary acquisition. They also complete reading comprehension activities with multiple choice questions to ensure their understanding.
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Students will be tested aurally and orally versus having a written test. Students can describe themselves or classmates using adjectives.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Students take a pre-assessment on paper, GoFormative, and/or Google Forms in order to obtain baseline data about the topic presented. Students will take the same assessment at the end of the unit as a study guide in order to see what they need to study for their summative assessment.
RESOURCES	
Core instructional materials: <ul style="list-style-type: none"> Teacher-created materials, including SmartBoard and Google Slides presentations, and teacher generated vocabulary and grammar notes Avancemos Textbook, Avancemos Grammar Tutor, and online resources on https://my.hrw.com/ (grades 7 & 8) 	
Supplemental materials: <ul style="list-style-type: none"> Quizlet Quizizz Edpuzzle Flipgrid Google Classroom Language Guide Languages Online Play Factile Kahoot Games for Language 	

Modifications for Learners
See appendix