

TOWNSHIP OF UNION PUBLIC SCHOOLS



**World Language Curriculum
Spanish
Grades 6**

Adopted: December 19, 2023

Unit: 1

Grade Level: 6

Timeframe: 1 week

Guiding Questions

- What are some general greetings/farewells? (formal/informal)
- What are some general courtesies?
- What's your name?
- How do you introduce yourself?
- How are you? (Feelings)
- How do you greet people during different times of the day?
- Where is Spanish spoken in our world?
- What is Hispanic Heritage Month?

Standards

Proficiency Level: Novice low

Topic: Greetings & courtesies in the Spanish speaking world

Modes of Communication/Core Ideas (WWBAT)

Interpretive:

7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

WWBAT interpret meaning from viewing materials.

WWBAT interpret meaning from listening materials.

WWBAT Interpret meaning from reading and written materials.

Interpersonal:

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

WWBAT Use appropriate culturally targeted vocabulary for familiar topics.

WWBAT Ask and respond to memorized questions relating to familiar topics.

WWBAT Identify visually preferences and/or feelings.

WWBAT Identify and imitate authentic gestures.

Presentational:

7.1.NL.PRSNT.1: Present familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

WWBAT Communicate in the target language.

WWBAT Present information on a basic preferences and/or feelings to an audience of listeners

Intercultural Statements (WWBAT)

WWBAT recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

WWBAT greet and take leave in a target culture.

WWBAT recognize and identify a few typical practices of the target culture.

WWBAT greet others and introduce myself.

WWBAT express common courtesies

WWBAT ask /respond to questions relating feeling

WWBAT state the times of day.

WWBAT present information and answer questions about Spanish speaking countries

WWBAT use questions to gather data about Spanish speaking countries and Hispanic Heritage.

Career Readiness, Life Literacies, Key Skills Standards:

- **Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.

- **Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

Career options include, but are not limited to, the following career clusters:

Educational, Social work, Health, Arts and Technology.

Social-Emotional Learning Competencies:

Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.

Instructional Plan

Students will begin the Unit review of some greetings from the previous year. Teachers will use different interactive activities such as booklet, quizzz, kahoot and games to reinforce vocabulary and also as motivational tools. Students will work individually, in pairs and in groups. Students will be introduced to the culture of the Spanish language as using the four skills: reading, writing, listening and speaking. Dialogues/ conversations will be used to enhance student-student speaking interactions. Several authentic resources will be used together with videos and songs.

SLO – WALT We are learning to/that	Student Learning Strategies	Formative Assessment	Activities and Resources	Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) <u>See link for additional modifications</u>
WALT greet each other according to the time of the day.	<ul style="list-style-type: none"> • Pair & Share. • Q&A. • Request clarification. 	<ul style="list-style-type: none"> • Listening comprehension. • Verbal assessment. • Oral Response 	<ul style="list-style-type: none"> • Students will create a dialogue using times of the day, greetings, and farewells. <p>https://www.youtube.com/watch?v=YUmNVMgNR4M</p> <p>Songs & Links: Buenos Días Song Learn Spanish Greetings - Hola Amigo - with BASHO & FRIENDS - YouTube</p> <p>Greeting/farewell video. https://www.youtube.com/watch?v=m9eaWTKrBDk Spanish Greetings Lesson 1 - Spanish Wizards - YouTube Basic Greetings in Spanish: Greeting Others and Introducing Yourself - YouTube</p>	<ul style="list-style-type: none"> • Provide guided notes • Extended processing time • Require words instead of sentences. • Ample use of visuals • Use of manipulatives
WALT ask others for their name and share their own name.	<ul style="list-style-type: none"> • Role play. • Charades. 	<ul style="list-style-type: none"> • Listening comprehension. • Verbal assessment. 	<ul style="list-style-type: none"> • Students will create a role play introducing themselves to others telling who they are, their names, and their heritage in the target language. 	<ul style="list-style-type: none"> • Preferential seating • Repeating/simplifying of directions. • Practice time • Shorten task.

			<ul style="list-style-type: none"> Students will practice vocabulary related to how to introduce themselves, greetings/farewells, and emotions. <p>Songs & Links: <u>¿Cómo te llamas? Learn Spanish - Learn How to Introduce Yourself in Spanish - YouTube</u></p>	
<p>WALT express how they are feeling.</p>	<ul style="list-style-type: none"> Use visual support and background knowledge. Total Physical Response (TPR). 	<ul style="list-style-type: none"> Listening comprehension. Verbal assessment. 	<ul style="list-style-type: none"> Students will play a game of Guess Who using feelings and emotions vocabulary. <p>Songs & Links: <u>¿Cómo estas? Emotions in Spanish, ¿Cómo Estás? ~ Level 1 Mi Camino Spanish™ - YouTube</u></p> <ul style="list-style-type: none"> Teacher-created resources. Culturally authentic documents. 	<ul style="list-style-type: none"> Clear visual, verbal, and demonstrative modeling Kinesthetic activities Frequent repetition.
<p>WALT identify Spanish Speaking countries related to Hispanic Heritage</p>	<ul style="list-style-type: none"> Repeat. Restate. Pair & Share. 	<ul style="list-style-type: none"> Verbal assessment. Oral Response 	<ul style="list-style-type: none"> Students will identify and recognize Spanish speaking countries and understand why Hispanic Heritage month is celebrated between Sep 15 and Oc 15 each year. <p>Songs & Links: Hispanic Heritage Month Be Inspired Disney Channel https://www.youtube.com/watch?v</p>	<ul style="list-style-type: none"> Clear visual, verbal, and demonstrative modeling. Use of visuals and maps.

			<p>=ZqwAN60b8GY Maps game: https://www.onlinerefreespanish.com/apical/lessons/spanishMap/spanishhmap4.htm</p>	
Common Formative Assessment: Listening comprehension and verbal assessment.				
Open-ended responses.	Speaking exercises.	Role play.	Listening exercises.	Student self-assessment.
Summative Assessments				
Quiz, listening and speaking activities, 2 projects: Powerpoint presentation of Famous Latino/Spanish speaking country				
General Greetings/Farewells and Courtesies:				
Interactive Skit Performance: Students prepare and perform skits in small groups, incorporating general greetings, farewells, and courtesies in Spanish. The skits should showcase various social situations, demonstrating the appropriate use of language.				
Role-Play Scenario Cards: Provide students with scenario cards that depict different social settings. They must engage in role-play, using the appropriate greetings, farewells, and courtesies in Spanish based on the context presented in each card.				
Introducing Yourself and Inquiring About Others:				
Interview and Presentation: Each student conducts an interview with a classmate entirely in Spanish. They gather information about the classmate's name, interests, and feelings. Then, they present their findings to the class using correct introductions and expressions.				
Create a Personal Introduction Video: Students use technology to create short video clips introducing themselves in Spanish. They include information such as their name, interests, and feelings, effectively utilizing the language learned.				
Interdisciplinary Connections				
<ul style="list-style-type: none"> Library/research and Social Studies: Hispanic Heritage Month celebration. 				

Unit: 2
Grade Level: 6
Timeframe: 1 week

Guiding Questions

- How do I count to 100 Spanish?
- How do I state how old I am?
- How to ask someone their age?
- How do I state the date?
- How do I state my birthday?
- How do I ask someone their birthday?
- What are the days of the week/months?
- What are some school/classroom routines?
- What are some classroom commands?
- What are some classroom objects?

Standards

Proficiency Level: Novice low

Topic: Numbers, calendar and school daily routines.

Modes of Communication/Core Ideas (WWBAT)

Interpretive:

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7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. 7.1.NL.IPRET.3:

7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

WWBAT interpret meaning from viewing materials.

WWBAT interpret meaning from listening materials.

WWBAT Interpret meaning from reading and written materials.

Interpersonal:

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

WWBAT Use appropriate culturally targeted vocabulary for familiar topics.

WWBAT Ask and respond to memorized questions relating to familiar topics.

WWBAT Identify visually preferences and/or feelings.

WWBAT imitate authentic gestures.

Presentational:

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

WWBAT communicate in the target language.

WWBAT present information on a basic preferences and/or feelings to an audience of listeners

Intercultural Statements (WWBAT)

WWBAT recognize and identify numbers 0-100.

WWBAT ask about your daily routine.

WWBAT state the day of the week.

WWBAT present my daily routine.

Career Readiness, Life Literacies, Key Skills Standards:

- **Personal Financial Literacy**

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- **Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

Career options include, but are not limited to, the following career clusters:

Education, Social work, Health, Arts and Technology.

Social-Emotional Learning Competencies:

Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.

Instructional Plan

Students will begin the Unit review of some numbers and days of the week from the previous year. Teacher will use different interactive activities such as booklet, quizizz, kahoot and games to reinforce vocabulary and also as motivational tools. Students will work individually, in pairs and in groups. Students will be introduced to the culture of the Spanish language as using the four skills: reading, writing, listening and speaking. Dialogues/ conversations will be used to enhance student-student speaking interactions. Several authentic resources will be used together with videos and songs.

SLO – WALT
We are learning to/that

Student Learning Strategies

Formative Assessment

Activities and Resources

Reflections & Modifications
(ELL, Special Education, Gifted, At-risk of Failure, 504)

See link for additional modifications

<p>WALT count and identify numbers out of sequence in Spanish.</p> <p>Numbers 0-100 with time</p>	<ul style="list-style-type: none"> ● Pair & Share. ● Role Play ● Hand gestures ● Computer generated learning games 	<ul style="list-style-type: none"> ● Listening comprehension. ● Verbal assessment. ● Physical Response ● Teacher Observation 	<ul style="list-style-type: none"> ● Students will play games to identify the numbers in Spanish. ● Students will watch culturally authentic video clips and songs with numbers. ● Students will pair and share their age. ● Students will practice computer generated games such as onlinefreespanish.com to identify numbers out of sequence. ● Students will play Bingo 	<ul style="list-style-type: none"> ● Additional processing time ● Cues and prompts ● Embedded choices ● Practice time ● Shorten task ● Provide choices ● Provide visuals ● Breaking down assignments ● Learning centers
<p>WALT describe daily routines and school schedules using days of the week.</p> <p>Days of the week including school subjects. Daily routines.</p>	<ul style="list-style-type: none"> ● Computer generated selection games. ● TPR (Total Physical Response) ● Use visual support and background Knowledge. ● Repeat. ● Restate. ● Pair & Share 	<ul style="list-style-type: none"> ● Listening comprehension. ● Verbal assessment. ● Teacher Observation 	<ul style="list-style-type: none"> ● Students will practice daily routine vocabulary ● Students will watch culturally authentic video clips and songs related to the colors. ● Students will describe their school routine. ● Students will play board type games and the teacher created resource games using the daily routines. 	<ul style="list-style-type: none"> ● Allowance for individual student interests ● Allowance for students to make independent plans for independent learning ● Variety in types of authentic resources ● Allow time with like-intellectual peers ● Use open-ended questioning strategies
<p>Common Formative Assessment: Role play, gestures and expressions to express age, count numbers, and say their daily routine with favorite subject.</p>				

Computer generated tasks.	Speaking exercises.	Role play.	Listening exercises.	Student self-assessment.
Summative Assessments				
Listening and speaking activities. Mathematical problem solving. Present their age and birthday to the class.				
Counting to 100 and Stating Age:				
Number Challenge Presentation: Students prepare a presentation where they demonstrate their ability to count to 100 in Spanish. They can incorporate visuals, games, or interactive elements to engage the class.				
Birthday Celebration Project: Each student creates a virtual or physical birthday card for themselves or a fictional character. They state their age in Spanish, describing their interests and preferences.				
Asking and Stating Dates and Birthdays:				
Date and Birthday Dialogue: Students pair up and engage in a scripted dialogue where they ask and answer questions about dates and birthdays in Spanish. They present their dialogues to the class.				
Interactive Calendar Project: Students create a collaborative calendar for a month, including their birthdays and significant dates. They present their calendars, discussing the events in Spanish.				
Days of the Week/Months and Classroom Routines:				
Classroom Routine Video: Students work in groups to create a video showcasing typical classroom routines. They use Spanish to narrate the video, explaining daily activities and incorporating days of the week.				
Monthly Classroom Newsletter: Students design and write a monthly newsletter entirely in Spanish. They include information about important events, activities, and routines happening in the classroom during each month.				
Classroom Commands and Objects:				
Interactive Commands Game: Students design a board game or digital interactive activity that involves giving and following classroom commands in Spanish. They play their games with classmates.				

Classroom Object Presentation: Each student selects a classroom object, prepares a presentation in Spanish describing the object's use and importance in the classroom, and presents it to the class.

Interdisciplinary Connections

- Mathematics: Numbers

Unit: 3
Grade Level: 6
Timeframe: 1 week

Guiding Questions

What are some culturally authentic Spanish foods/dishes?

How do I communicate my likes and dislikes of fruits in Spanish?

What do you eat for breakfast, lunch and dinner?

Which is your favorite meal/beverage?

Which fruits and vegetables do you include in your meals?

Which restaurants do you like to visit?

Do you have a balanced diet?

Proficiency Level: Novice low

Topic: Food

Modes of Communication/Core Ideas (WWBAT)

Interpretive:

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7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

WWBAT interpret meaning from viewing materials.

WWBAT interpret meaning from listening materials.

WWBAT Interpret meaning from reading and written materials.

Interpersonal:

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

WWBAT Use appropriate culturally targeted vocabulary for familiar topics.

WWBAT Ask and respond to memorized questions relating to familiar topics.

WWBAT Identify visually preferences related to food..

Presentational:

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

WWBAT communicate in the target language.

WWBAT present information on a basic food preferences to an audience of listeners

Intercultural Statements (WWBAT)

WWBAT recognize and identify the names of a few typical products related to food in the target culture and in the learners' own culture.

WWBAT Describe likes and dislikes in a target culture related to food.

WWBAT recognize and identify some food words of the target culture.

Career Readiness, Life Literacies, Key Skills Standards:

● **Personal Financial Literacy**

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● **Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

Career options include, but are not limited to, the following career clusters:

Culinary, Social work, Health, and Technology.

Social-Emotional Learning Competencies:

Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.

Instructional Plan

Students will begin the Unit review of some food from the previous year. Teacher will use different interactive activities such as Blooket, quizziz, kahoot and games to reinforce vocabulary and also as motivational tools. Students will work individually, in pairs and in groups. Students will be introduced to the culture of the Spanish language as using the four skills: reading, writing, listening and speaking. Dialogues/ conversations will be used to enhance student-student speaking interactions. Several authentic resources will be used together with videos and songs.

SLO – WALT We are learning to/that	Student Learning Strategies	Formative Assessment	Activities and Resources	Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) <u>See link for additional modifications</u>
WALT name foods in Spanish.	<ul style="list-style-type: none"> ● Charades ● Q & A ● Pair & Share ● Computer 	<ul style="list-style-type: none"> ● Listening comprehension. ● Verbal assessment. 	<ul style="list-style-type: none"> ● Students will watch some food vocabulary videos about the topic. ● Students will practice naming food out loud 	<ul style="list-style-type: none"> ● Additional processing time. ● Shorter sentences or

<p>Fruits and culturally unique fruits.</p> <p>Vegetables.</p> <p>Food groups.</p>	<p>generated learning games</p>	<ul style="list-style-type: none"> • Physical Response Teacher Observation 	<ul style="list-style-type: none"> • Students will watch culturally authentic video clips and songs with food. • Students will practice computer generated games such as www.spanish-games.net to identify food. • Students will prepare a fruit salad (real or game) using fruit Manipulatives. 	<p>easier phrases to remember.</p> <ul style="list-style-type: none"> • Ample use of visuals • Use of manipulatives • Use of kinesthetic activities
<p>WALT describe what they eat daily and compare it to other Hispanic countries' traditions.</p>	<ul style="list-style-type: none"> • Pair and Share. • Computer generated food identification games. 	<ul style="list-style-type: none"> • Listening comprehension • Verbal assessment. • Teacher Observation 	<ul style="list-style-type: none"> • Students will talk about healthy habits. • Students will watch culturally authentic video clips and songs related to Hispanic food. • Students will describe a typical meal. • Students will role play ordering food in a restaurant. • Students will play games such as www.digitaldialects.com and other teacher created resources related to food. 	<ul style="list-style-type: none"> • Show images with the example • Repeating/simplifying of directions. • Practice time • Shorten task.

<p>WALT express likes and dislikes related to food and restaurants.</p> <p>Fruits and culturally unique fruits.</p> <p>Vegetables.</p> <p>Food groups.</p>	<ul style="list-style-type: none"> • Pair and Share. • Computer generated fruit identification games. • Charades. • TPR (Total Physical Response) • Use visual support and background knowledge. 	<ul style="list-style-type: none"> • Listening comprehension. • Verbal assessment. • Physical Response • Teacher Observation 	<ul style="list-style-type: none"> • Students will pair and share their likes and dislikes of food. • Students will practice food vocabulary through interactive games. • Students will play computer generated games such as www.purposegames.com • Students will interview their classmates asking which food they like the most. • Students will practice food names of common vegetables, fruits, grains, proteins, and dairy items. 	<ul style="list-style-type: none"> • Clear visual, verbal and demonstrative modeling. • Kinesthetic Activities. • Frequent Repetition. • Group students by ability and characteristics.
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Common Formative Assessment: Role play, gestures and expressions to talk about food and healthy habits.

Computer generated tasks.	Speaking exercises.	Role play.	Listening exercises.	Student self-assessment.
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Summative Assessments

Listening, speaking activities and exit tickets

Authentic Spanish Foods/Dishes:

Culinary Showcase: Students organize a culinary showcase where they research, prepare, and present culturally authentic Spanish dishes. They explain the ingredients, cooking methods, and cultural significance of each dish in Spanish.

Cultural Food Fair: Students collaborate to create a cultural food fair where they set up booths representing different Spanish-speaking countries. They showcase traditional foods, share recipes, and engage in conversations about culinary traditions in Spanish.

Communicating Likes and Dislikes of Fruits in Spanish:

Fruit Tasting and Presentation: Students participate in a fruit-tasting activity where they sample various fruits. They then create presentations in Spanish discussing their likes and dislikes, using descriptive language to express preferences.

Fruit Preference Survey: Students design and conduct surveys among their classmates about fruit preferences. They compile and present the survey results, analyzing the data in Spanish.

Meal Preferences and Balanced Diet:

Digital Food Diary: Students maintain a digital food diary for a week, documenting their breakfast, lunch, and dinner choices. They use Spanish to describe each meal, discuss their favorite dishes, and reflect on the balance of their diet.

Healthy Eating Campaign: In groups, students design a campaign promoting healthy eating habits. They create posters, presentations, or digital materials in Spanish that emphasize the importance of a balanced diet and share recommendations.

Interdisciplinary Connections

- Health: Healthy habits.

Unit: 4
Grade Level: 6
Timeframe: 1 week

Guiding Questions

- What are the different seasons?
- How do you say what the weather is?
- How to dress according to the weather?
- How do I convert fahrenheit to celsius?
- What are some typical weather related to the seasons?
- How is the weather changing lately?

Standards

Proficiency Level: Novice low

Topic: Seasons and weather

Modes of Communication/Core Ideas (WWBAT)

Interpretive:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own culture in highly contextualized oral text.

- WWBAT interpret meaning from viewing materials.
- WWBAT interpret meaning from listening materials.
- WWBAT Interpret meaning from reading and written materials.
- WWBAT recognize climate change words.

Interpersonal:

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

WWBAT Use appropriate culturally targeted vocabulary for familiar topics.

WWBAT Ask and respond to memorized questions relating to familiar topics.

WWBAT Identify visually preferences and/or feelings.

WWBAT imitate authentic gestures.

WWBAT identify climate change words.

Presentational:

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

WWBAT communicate in the target language.

WWBAT present information on basic preferences and/or feelings to an audience of listeners.

WWBAT use climate change words.

Intercultural Statements (WWBAT)

WWBAT recognize and identify seasons .

WWBAT recognize weather.

WWBAT identify weather changes.

WWBAT choose clothing based in global weather reports.

WWBAT say months of the year.

WWBAT express what the weather is like.

Career Readiness, Life Literacies, Key Skills Standards:

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Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.

Instructional Plan

Students will begin the Unit 4 review of months and days of the week from the previous year. Teacher will use different interactive activities such as Blooket, quizziz, kahoot and games to reinforce vocabulary and also as motivational tools. Students will work individually, in pairs and in groups. Students will be introduced to the culture of the Spanish language as using the four skills: reading, writing, listening and speaking. Dialogues/ conversations will be used to enhance student-student speaking interactions. Several authentic resources will be used together with videos and songs.

SLO – WALT We are learning to/that	Student Learning Strategies	Formative Assessment	Activities and Resources	Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) <u>See link for additional modifications</u>
<p>WALT describe what the weather is like in Spanish.</p> <p>Clothing according to the weather. Identify weather. Climate change.</p>	<ul style="list-style-type: none"> • Pair & Share. • Role Play • Hand gestures • Computer generated learning games 	<ul style="list-style-type: none"> • Listening comprehension. • Verbal assessment. • Physical Response • Teacher Observation 	<ul style="list-style-type: none"> • Students will play games to identify the weather vocabulary in Spanish. • Students will watch culturally authentic video clips and songs related to weather <u>Que Tiempo Hace hoy? - YouTube.</u> • Students will practice computer generated games such as <u>Spanish Games the weather - Teaching resources (wordwall.net)</u> to identify weather words. • Students will recognize how to choose clothing according to the weather report. 	<ul style="list-style-type: none"> • Additional processing time • Cues and prompts • Embedded choices • Practice time • Shorten task • Provide choices • Provide visuals • Breaking down assignments • Learning centers
<p>WALT recognize seasons and months to complete a calendar.</p> <p>Seasons and their corresponding months</p>	<ul style="list-style-type: none"> • Computer generated selection games. • TPR (Total Physical Response) • Use visual support and 	<ul style="list-style-type: none"> • Listening comprehension. • Verbal assessment. • Teacher Observation 	<ul style="list-style-type: none"> • Students will practice calendar in Spanish. • Students will watch culturally authentic video clips and songs related to the months. <u>Los meses de año - Videos Educativos para Niños</u> <u>Divertido para aprender # - YouTube</u> • Students will list months of the 	<ul style="list-style-type: none"> • Allowance for individual student interests • Allowance for students to make independent plans for independent learning • Variety in types of authentic resources • Allow time with like-intellectual peers • Use open-ended

	background Knowledge. ● Repeat. ● Restate. ● Pair & Share		<p>year.</p> <ul style="list-style-type: none"> Students will play different games to practice vocabulary about calendar <p><u>Calendar in Latin American Spanish for secondary with Mix and match (spanish-games.net)</u></p> <ul style="list-style-type: none"> Students will recognize seasonal vocabulary. <p><u>Las estaciones del año - Canciones Infantiles - Doremila - YouTube</u></p>	questioning strategies
Common Formative Assessment: Role play, gestures and expressions to talk about weather, seasons and daily calendar.				
Computer generated tasks.	Speaking exercises.	Role play.	Listening exercises.	Student self-assessment.
Summative Assessments				
Listening, speaking activities and powerpoint presentation.				
Different Seasons and Weather:				
Seasonal Weather Presentation: Students create presentations that explore the weather characteristics of each season. They use Spanish to describe temperature ranges, typical conditions, and activities associated with each season.				
Weather Journal Project: Students maintain a weather journal for a month, recording daily weather conditions in Spanish. They analyze patterns and changes, presenting their findings to the class.				
Saying What the Weather Is:				
Weather Report Broadcast: Students work in groups to create weather reports entirely in Spanish. They include information about current weather conditions, forecasts, and any special weather events. They present their reports as if broadcasting on a Spanish-language channel.				
Weather Dialogue Skit: In pairs, students create and perform scripted dialogues where they discuss the current weather and make plans based on the conditions. This assesses their ability to use weather-related vocabulary and expressions in context.				

Interdisciplinary Connections

- Science: weather and seasons.

Unit: 5
Grade Level: 6
Timeframe: 1 week

Guiding Questions

- What are the basic colors?
- What are some colors related to the seasons?
- What are some currencies in Spanish speaking countries?
- How are clothing sizes different in target culture?
- What are some brands/types of stores from target culture?
- How to ask someone's shoe/clothing size?
- What are some favorite shopping stores?
- What do you prefer to wear?

Standards

Proficiency Level: Novice low

Topic: Colors, Clothing, and Shopping

Modes of Communication/Core Ideas (WWBAT)

Interpretive:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own culture in highly contextualized oral text.

WWBAT interpret meaning from viewing materials.

WWBAT interpret meaning from listening materials.

WWBAT interpret meaning from reading and written materials.

WWBAT recognize climate change words.

Interpersonal:

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
- WWBAT Use appropriate culturally targeted vocabulary for familiar topics.
- WWBAT Ask and respond to memorized questions relating to familiar topics.
- WWBAT Identify visually preferences and/or feelings.

Presentational:

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

WWBAT communicate in the target language.

WWBAT present information on basic preferences and/or feelings to an audience of listeners.

WWBAT use climate change words.

Intercultural Statements (WWBAT)

WWBAT recognize and identify articles of clothing .

WWBAT recognize appropriate clothing related to weather conditions.

WWBAT identify weather changes.

WWBAT choose clothing based in global weather reports.

WWBAT say months and the seasons related to them.

Career Readiness, Life Literacies, Key Skills Standards:

- **Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.

- **Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

Career options include, but are not limited to, the following career clusters:

Education, Social work, Health, Arts and Technology.

Social-Emotional Learning Competencies:

Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.

Instructional Plan

Students will begin the Unit 4 review of months and days of the week from the previous year. Teacher will use different interactive activities such as Blooket, quizzz, kahoot and games to reinforce vocabulary and also as motivational tools. Students will work individually, in pairs and in groups. Students will be introduced to the culture of the Spanish language as using the four skills: reading, writing, listening and speaking. Dialogues/ conversations will be used to enhance student-student speaking interactions. Several authentic resources will be used together with videos and songs.

SLO – WALT We are learning to/that	Student Learning Strategies	Formative Assessment	Activities and Resources	Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) See link for additional modifications
<p>WALT describe what to wear at certain seasons/ weather in Spanish.</p> <p>Clothing according to the weather. Identify weather. Climate change.</p>	<ul style="list-style-type: none"> ● Pair & Share. ● Role Play ● Hand gestures ● Computer generated learning games 	<ul style="list-style-type: none"> ● Listening comprehension. ● Verbal assessment. ● Physical Response ● Teacher Observation 	<ul style="list-style-type: none"> ● Students will play games to identify the clothing/weather vocabulary in Spanish. ● Students will watch culturally authentic video clips and songs related to weather Que Tiempo Hace hoy? - YouTube. ● Students will practice computer generated games such as https://wordwall.net/resource/27562327/clothing-in-spanish ● Spanish Games the weather - Teaching resources (wordwall.net) ● to identify weather words. ● Students will recognize how to choose clothing according to the weather report. 	<ul style="list-style-type: none"> ● Additional processing time ● Cues and prompts ● Embedded choices ● Practice time ● Shorten task ● Provide choices ● Provide visuals ● Breaking down assignments ● Learning centers
<p>WALT recognize articles of clothing</p> <p>Seasons and their corresponding months</p> <p>Colors</p>	<ul style="list-style-type: none"> ● Computer generated selection games. ● TPR (Total Physical Response) 	<ul style="list-style-type: none"> ● Listening comprehension. ● Verbal assessment. ● Teacher Observation 	<ul style="list-style-type: none"> ● Students will practice clothing in Spanish. ● Students will watch culturally authentic video clips and songs related to clothing. <p>https://www.youtube.com/watch?v=nFo4GGjCkk</p>	<ul style="list-style-type: none"> ● Allowance for individual student interests ● Allowance for students to make independent plans for independent learning ● Variety in types of authentic resources ● Allow time with

	<ul style="list-style-type: none"> Use visual support and background knowledge. Repeat. Restate. Pair & Share 		https://www.youtube.com/watch?v=cXlILIG-1A	like-intellectual peers <ul style="list-style-type: none"> Use open-ended questioning strategies
Common Formative Assessment: Role play, gestures and expressions to talk about weather, seasons and daily calendar.				
Computer generated tasks.	Speaking exercises.	Role play.	Listening exercises.	Student self-assessment.
Summative Assessments				
Listening, speaking activities and powerpoint presentation.				
Interdisciplinary Connections				
<ul style="list-style-type: none"> Science: weather and seasons. Arts: Fashion/clothing/colors 				

Unit: 6
Grade: 6
Timeframe: 1 week

Guiding Questions

- What are the different habitats?
- How do you say where you live?
- How to name rooms in a house?
- What are the levels in a house?
- How to name household objects and furniture?

Standards

Proficiency Level: Novice low

Topic: House

Modes of Communication/Core Ideas (WWBAT)

Interpretive:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own culture in highly contextualized oral text.

WWBAT interpret meaning from viewing materials.

WWBAT interpret meaning from listening materials.

WWBAT Interpret meaning from reading and written materials.

WWBAT recognize climate change words.

Interpersonal:

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

WWBAT Use appropriate culturally targeted vocabulary for familiar topics.

WWBAT Ask and respond to memorized questions relating to familiar topics.

WWBAT Identify visually preferences and/or feelings.

WWBAT imitate authentic gestures.

WWBAT identify climate change words.

Presentational:

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

WWBAT communicate in the target language.

WWBAT present information on basic preferences and/or feelings to an audience of listeners.

WWBAT use climate change words.

Intercultural Statements (WWBAT)

WWBAT recognize and identify different habitats .

WWBAT describe the rooms of the house.

WWBAT identify household items and furniture of the house.

WWBAT identify the levels of the house.

Career Readiness, Life Literacies, Key Skills Standards:

- **Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.

- **Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

Career options include, but are not limited to, the following career clusters:
Education, Health, Arts and Technology.

Social-Emotional Learning Competencies:

Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.

Instructional Plan

Students will begin Unit 6 translating new vocabulary for the house and use prior knowledge of the house unit. Teacher will use different interactive activities such as Blooket, quizzizz, kahoot and games to reinforce vocabulary and also as motivational tools. Students will work individually, in pairs and in groups. Students will be introduced to the culture of the Spanish language using the four skills: reading, writing, listening and speaking. Dialogues/ conversations will be used to enhance student-student speaking interactions. Several authentic resources will be used together with videos and songs.

SLO – WALT We are learning to/that	Student Learning Strategies	Formative Assessment	Activities and Resources	Reflections & Modifications (ELL, Special Education,
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Gifted, At-risk of Failure, 504) See link for additional modifications	
<p>WALT describe what the rooms of the house are Spanish.</p> <p>Describe different habitats.</p> <p>Describe chores of the house.</p>	<ul style="list-style-type: none"> • Pair & Share. • Role Play • Hand gestures • Computer generated learning games <ul style="list-style-type: none"> • Listening comprehension. • Verbal assessment. • Physical Response Teacher Observation
<p>Students will play games to identify the house vocabulary in Spanish.</p> <p>Students will watch culturally authentic video clips and related to the house</p> <p>Students will practice computer generated games</p> <p>https://wordwall.net/resource/25305061/spanish/rooms-in-the-house</p> <ul style="list-style-type: none"> • Discuss house chores <p>https://www.youtube.com/watch?v=MzcggcU4PoU</p>	<ul style="list-style-type: none"> • Additional processing time • Cues and prompts • Embedded choices • Practice time • Shorten task • Provide choices • Provide visuals • Breaking down assignments • Learning centers
<p>WALT recognize the levels of the house. describe their homes and find the area of the floor plan.</p>	<ul style="list-style-type: none"> • Students will practice the house vocabulary in Spanish. • Students will watch culturally authentic video clips and • Students will list the rooms/furniture of the house. • Students will play different games to practice vocabulary about calendar <ul style="list-style-type: none"> • Listening comprehension. • Verbal assessment. • Teacher Observation <ul style="list-style-type: none"> • Computer generated selection games. • TPR (Total Physical Response) • Use visual
<p>Allowance for individual student interests</p> <p>Allowance for students to make independent plans for independent learning</p> <p>Variety in types of authentic resources</p> <p>Allow time with like-intellectual peers</p>	<ul style="list-style-type: none"> • Allowance for individual student interests • Allowance for students to make independent plans for independent learning • Variety in types of authentic resources • Allow time with like-intellectual peers

	support and background Knowledge. <ul style="list-style-type: none"> ● Repeat. ● Restate. ● Pair & Share 		<ul style="list-style-type: none"> ● Students will recognize the rooms of the house vocabulary. 	<ul style="list-style-type: none"> ● Use open-ended questioning strategies
Common Formative Assessment: Role play, gestures and expressions to talk about weather, seasons and daily calendar.				
Computer generated tasks.	Speaking exercises.	Role play.	Listening exercises.	Student self-assessment.
Listening, speaking activities and creating floor plans.				
Summative Assessments				
Interdisciplinary Connections				
<ul style="list-style-type: none"> ● Art: Draw floor plan of their homes/ dream home. 				

