

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 6th	Unit #: 1	Pacing: 4 - 6 weeks
Unit Title: Saludos y Despedidas			

OVERVIEW OF UNIT:

In this unit, students will use key vocabulary to greet and say good-bye in formal and informal situations. They will compare and contrast greetings in different Spanish speaking countries and locate these countries on a map.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● People in other countries greet each other differently than in the U.S. ● You must change registers when talking to people ● Pronunciation differs in target language. (“ll” “h” “ñ” “j”) ● Target language uses “ser” to describe where you are from ● Target language uses “estar” to describe how you are doing ● Target language uses the reflexive verb “llamarse” to introduce oneself ● Target language uses the interrogative “Cómo” to ask for one’s name ● Target language uses the interrogative “De dónde” to ask where one is from ● There are 20 countries that speak Spanish as a first language ● Target language has a unique alphabet that differs from English ● The letters GE and GI produce a soft “G” sound, whereas GO,GA, GU produce a hard “G” sound 	<ul style="list-style-type: none"> ● How do I introduce myself? ● How do I ask for someone’s name? ● How do I greet people at different times of the day? ● How do I greet people formally and informally? ● How do I ask someone how they are doing? ● How do I describe how I am doing? ● How do I ask where someone is from? ● How do I describe where I am from? ● How do I introduce a friend to someone else? ● How do I pronounce new words?

- The letters CE and CI produce a soft “C” sound, whereas CO, CA and CU produce a hard “C” sound
- The Spanish “H” is always silent

Objectives

- Students will be able to explain how to introduce themselves and ask for someone’s name.
- Students will be able to explain how to greet people both formally and informally at different times of the day.
- Students will be able to identify how to ask someone how they are doing.
- Students will be able to describe how they are doing to another person.
- Students will be able to explain how to ask where someone is from.
- Students will be able to describe where they come from.
- Students will be able to introduce a friend to someone else.
- Students will be able to identify how to pronounce new words.

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- Gustar with categories of sports, classes, music, and foods
- Los cognados
- Frases utiles
- Los colores
- El calendario
- Los numerous
- Map of the Spanish-speaking world
- Basic greetings
- Good-bye

- Formal and informal greetings
- Countries
- My name, well-being, where I am from, where I live

Resources & Materials

- “*Ven conmigo-Adelante*” textbook
- “*Adelante*” workbooks, grammar and vocabulary workbooks
- Scholastic “*Que Tal?*” magazines and online resources
- Authentic Spanish Literature
- Videos – Latin American culture/geography/vocabulary
- Teacher’s Discovery – vocabulary set
- SMARTBoard
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- SmartBoard

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources

Activities:

- Students will utilize Chromebooks to research and present both formal and informal conversations held between people and then record themselves holding a conversation with a classmate.

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

Interdisciplinary Integration	
<p>Activities:</p> <ul style="list-style-type: none"> Students will utilize Chromebooks to research and present both formal and informal conversations held between people and then record themselves holding a conversation with a classmate. <p>Resources:</p> <ul style="list-style-type: none"> Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html Engineering Go For It! - http://egfi-k12.org/ US Department of Education STEM - http://www.ed.gov/stem Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko PBS STEM - http://www.pbs.org/teachers/stem/#content STEM Works - http://stem-works.com/activities What Every Education Should Know About Using Google by Shell Education Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml International Literacy Association Read Write Think - http://www.readwritethink.org/ 	
Standard	Standard Description
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

21st Century Life Skills Standards	
<p>Activities:</p> <ul style="list-style-type: none"> Students will utilize Chromebooks to research and present both formal and informal conversations held between people and then record themselves holding a conversation with a classmate. 	
Standard #	Student Learning Objectives
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view

Careers	
Activities:	
<ul style="list-style-type: none"> Students will utilize Chromebooks to research and present both formal and informal conversations held between people and then record themselves holding a conversation with a classmate. 	
CRP #	Practice
6	Demonstrate creativity and innovation.

Standards	
Standard #	Standard Description
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 6th	Unit #: 2	Pacing: 4 - 6 weeks
Unit Title: En la Escuela			

OVERVIEW OF UNIT:

Using key vocabulary, students will discuss schedules, currency, school supplies, and subjects. They will also give opinions whether they like or dislike classes and professors within the school environment.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● Spanish forms plurals through addition of “s” or “es” ● Spanish has definite and indefinite articles ● In Spanish, definites and indefinites modify the noun according to number and gender ● Target language uses the interrogative “A qué hora?” to ask : “ At what time?” ● Target language uses the interrogative “Cuánto” to ask “How many” and “ How much” ● Target language uses in context: Necesito and Tengo to express what supplies are needed for school ● Money/currency varies in different countries. ● Target language uses the interrogative “Que hora es?” to ask “What time is it?” ● Target language uses respondes such as “es la” or “son las” for the current time 	<ul style="list-style-type: none"> ● How do I express what I need and I have for my classes? ● How do I express how many? ● How do I express “At what time”? ● How do I explain my schedule? ● How do I ask: “How much something costs?” ● How do I explain why I like/dislike my classes and why? ● How do I express what activities I have to do in my classes? ● How do I express what activities one must do in school to be a good student?

- Target language uses in context : “Tegusta” and the interrogative “Porque” for do you like the class and why
- Target language uses “Tenerque” to express that someone has to do something
- Target language uses “Hay que” to express general saying of what one must do

Objectives

- Students will be able to identify what they need and have for their classes
- Students will be able to communicate specific phrases (eg. How many? At what time? How much does something cost?)
- Students will be able to describe their schedule to a friend
- Students will be able to explain why they like or dislike their classes
- Students will be able to describe the activities they participate in during class
- Students will be able to identify what activities a student must do in school to be a good student

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- School supplies
- Classroom objects

- Ordinal numbers and time
- Prepositions
- School subjects

Resources & Materials

- “*Ven conmigo-Adelante*” textbook
- “*Adelante*” workbooks, grammar and vocabulary workbooks
- Scholastic “*Que Tal?*” magazines and online resources
- Authentic Spanish Literature
- Videos – Latin American culture/geography/vocabulary
- Teacher’s Discovery – vocabulary set
- SMARTBoard
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- SmartBoard

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources

Activities:

- Students will use Google Classroom and Google Apps for Education will be used to recreate their schedule for others and list the items needed for each class using different types of computer programs.

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

Interdisciplinary Integration

Activities:

- Students will use Google Classroom and Google Apps for Education will be used to recreate their schedule for others and list the items needed for each class using different types of computer programs.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

21st Century Life Skills Standards

Activities:

- Students will use Google Classroom and Google Apps for Education to recreate their schedule for others and list the items needed for each class using different types of computer programs.

Standard #	Student Learning Objectives
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view

Careers	
Activities:	
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Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 6th	Unit #: 3	Pacing: 4 - 6 weeks
Unit Title: En mi Casa			

OVERVIEW OF UNIT:

Using key vocabulary, students will describe rooms and furniture in a house. They will discuss responsibilities, chores, and activities that a family does at home.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● Identify the reflexive verbs and understand that they are conjugated differently than other verbs because of the “se”. ● Understand that verb endings change for –ar verbs when talking about more than one person to –amos, –áis, –an. ● Understand that verb endings change for –ir and –er verbs when talking about more than one person to –imos/-emos, ís/éis, –en. 	<ul style="list-style-type: none"> ● What are my responsibilities in my home? ● What are other people’s responsibilities in my house? ● What is my daily routine in the morning? ● What is the layout of my house? ● What furniture do I have in each room? ● What can I do in the various parts of the house? ● How does my home compare to someone else’s?

Objectives
<ul style="list-style-type: none"> ● Students will be able to explain the responsibilities they have at home. ● Students will be able to explain the responsibilities of other family members at home. ● Students will be able to describe their morning routine. ● Students will be able to describe the layout of their house. ● Students will be able to identify what furniture they have in each room of their house.

- Students will be able to explain what activities they may do in the various parts of a house.
- Students will be able to compare and contrast their home to another home.

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- Chores
- Household
- Names for rooms in the home
- Family
- Names for activities a family does at home and on the weekends

Resources & Materials

- “*Ven conmigo-Adelante*” textbook
- “*Adelante*” workbooks, grammar and vocabulary workbooks
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Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- SmartBoard

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources

Activities:

- Students will use their Chromebooks and Google Apps for Education to create visual representations of their house and present what items are in each room. They will also describe what activities are done in each room. Additionally, they will research and present how their house differs from others.

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

Interdisciplinary Integration

Activities:

- Students will use their Chromebooks and Google Apps for Education to create visual representations of their house and present what items are in each room. They will also describe what activities are done in each room. Additionally, they will research and present how their house differs from others.

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- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml

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Standard	Standard Description
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

21st Century Life Skills Standards

Activities:

- Students will use their Chromebooks and Google Apps for Education to create visual representations of their house and present what items are in each room. They will also describe what activities are done in each room. Additionally, they will research and present how their house differs from others.

Standard #	Student Learning Objectives
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view

Careers

Activities:

- Students will use their Chromebooks and Google Apps for Education to create visual representations of their house and present what items are in each room. They will also describe what activities are done in each room. Additionally, they will research and present how their house differs from others.

CRP #	Practice
6	Demonstrate creativity and innovation.

Standards

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Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
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<ul style="list-style-type: none"> ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<ul style="list-style-type: none"> ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> ● e-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 6th	Unit #: 4	Pacing: 4 - 6 weeks
Unit Title: Celebrations/Culture			

OVERVIEW OF UNIT:

Using key vocabulary, students will learn and compare customs, traditions, and fiestas celebrated in Spanish-speaking countries including; El Dia de los Muertos, Pinatas, Monarch Butterflies, La Navidad, Las Posadas, El Ano Nuevo, Epiphany, Quinceanera. Students will learn about Hispanic artists and musicians.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● Identify culture-specific holidays, as found in culturally authentic video/audio/written texts. ● Identify famous Latinos ● Identify significant historical battles ● Answer questions related to celebrations and culture. ● Perform a culturally authentic dances associated with a particular target culture celebration. ● Explore Hispanic legends ● Identify Spanish speaking countries and capitals. ● Explore the relationship between the Hispanic culture and their religious beliefs 	<ul style="list-style-type: none"> ● How do I describe authentic holidays and celebrations? ● How do I locate Spanish-speaking cities and capitals on a map? ● How do I compare and contrast the relationship between the Hispanic and their religious beliefs to their own? ● How do I distinguish differences within the dances of Spanish-speaking countries and their origin? ● How do I research and present information about Hispanic countries including location, major cities, population, geographical features, and foods/major products?

Objectives
<ul style="list-style-type: none"> ● Students will be able to describe authentic holidays and celebrations for various cultures. ● Students will be able to locate Spanish-speaking cities and capitals on a map. ● Students will be able to compare and contrast the relationship between the Hispanic and their religious beliefs to their own

- Students will be able to distinguish differences between the dances of Spanish-speaking countries and their origin.
- Students will be able to research and present information about Hispanic countries including location, major cities, population, geographical features, and foods/major products

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- Names and capitals of Hispanic countries
- Traditions of major Hispanic holidays
- Names of influential Hispanic-Americans
- Cinco de Mayo / Battle of Puebla
- Monarch Butterflies / Migratory Animals

Resources & Materials

- “*Ven conmigo-Adelante*” textbook
- “*Adelante*” workbooks, grammar and vocabulary workbooks
- Scholastic “*Que Tal?*” magazines and online resources
- Authentic Spanish Literature
- Videos – Latin American culture/geography/vocabulary
- Teacher’s Discovery – vocabulary set
- SMARTBoard
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- SmartBoard

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources

Activities:

- Students will use Google and Google Apps for Education to research and present information about Hispanic countries including location, major cities, population, geographical features, and foods/major products.

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

Interdisciplinary Integration

Activities:

- Students will use Google and Google Apps for Education to research and present information about Hispanic countries including location, major cities, population, geographical features, and foods/major products.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

21st Century Life Skills Standards

Activities:

- Students will use Google and Google Apps for Education to research and present information about Hispanic countries including location, major cities, population, geographical features, and foods/major products.

Standard #	Student Learning Objectives
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view

Careers

Activities:

- Students will use Google and Google Apps for Education to research and present information about Hispanic countries including location, major cities, population, geographical features, and foods/major products.

CRP #	Practice
6	Demonstrate creativity and innovation.

Standards

Standard #	Standard Description
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).

7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge

<ul style="list-style-type: none"> ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<p>http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p>	<ul style="list-style-type: none"> ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 6th	Unit #: 5	Pacing: 4 - 6 weeks
Unit Title: La Comida			

OVERVIEW OF UNIT:

In this unit, students will use key vocabulary to order food, make a reservation, and express likes and dislikes of different foods in a restaurant. They will compare and contrast meal times and typical foods in Spanish speaking countries with their own practices.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● People in other countries have different meal times than in the U.S. ● Gusta vs gustan ● Más que menos que to make comparisons ● Uses tener to express hunger and thirst ● Uses pedir to order in a restaurant ● Introduction of other important verbs related to restaurant/food: tomar, beber, poner ● “de” for possession (Use for ice cream, soup and sandwich: helado de chocolate) ● Adverbs of frequency placement ● Interrogative ¿Qué? + conjugated verb comer/tomar/beber 	<ul style="list-style-type: none"> ● How do I make a reservation at a restaurant? ● How do I order at a restaurant? ● When do people in Spain eat meals? What do they eat? What is the biggest meal of the day? ● How do I tell a waiter that silverware is missing ● How do I order from a menu ● How do I express foods I like/dislike ● How do I express food I like/ dislike using superlatives ● How do I tell someone what I typically eat for breakfast and ask the same of others

Objectives
<ul style="list-style-type: none"> ● Students will be able to describe how to make a reservation at a restaurant. ● Students will be able to order a meal at a restaurant from a menu.

- Students will be able to describe what meals are like for people who live in Spain.
- Students will be able to explain to a waiter that silverware is missing from their table.
- Students will be able to explain what foods they like and dislike with and without superlatives.
- Students will be able to question someone about what foods they eat for breakfast and explain what they eat.

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- Foods
- Place settings
- Preferences using “gustar”
- What I want to eat/order in restaurant
- Meal times
- Typical foods in Spain

Resources & Materials

- “*Ven conmigo-Adelante*” textbook
- “*Adelante*” workbooks, grammar and vocabulary workbooks
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- Authentic Spanish Literature
- Videos – Latin American culture/geography/vocabulary
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- SMARTBoard
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
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Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources

Activities:

- Students will use their Chromebooks and Google to research what meals are like in Spanish-speaking countries. They will create presentations explaining the meals and what is typically eaten at each meal.

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

Interdisciplinary Integration

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- Students will use their Chromebooks and Google to research what meals are like in Spanish-speaking countries. They will create presentations explaining the meals and what is typically eaten at each meal.

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- PBS STEM - <http://www.pbs.org/teachers/stem/#content>

- STEM Works - <http://stem-works.com/activities>
- [What Every Education Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
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