

# PITTSGROVE TOWNSHIP SCHOOL DISTRICT



<b>Course Name: 6th Grade Spanish</b>	<b>Grade Level(s): 6th Grade</b>
<b>Department: Humanities</b>	<b>Credits:</b>
<b>BOE Adoption Date: September 2021</b>	<b>Revision Date(s):</b>

## Course Description

According to the New Jersey Student Learning Standards, students at the Novice-Mid proficiency level will, “be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.” Middle School students learn communicative skills by exploring the language and culture of Spanish Speaking countries. The program begins in the sixth grade as an exploratory course designed to give the student a "taste" of Spanish. During the course, the students learn basic vocabulary and begin to communicate in the target language using simple vocabulary and conversational patterns. The course also covers the culture of Spain, , and the many Spanish speaking countries throughout the world. Students are introduced to customs, food, songs, and history.

## Mission Statement

**The Pittsgrove Township School District believes in growing all learners to thrive.** The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

### **Curriculum & Instruction Goals**

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

### **How to Read this Document**

This curricular document contains both a  *pacing guide*  and  *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to  *when*  critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The  *curriculum units*  contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

<b>NJ Administrative Code and Statutes Key</b>
<b>^=Amistad Law</b> <b>O=Diversity &amp; Inclusion Law</b> <b>&lt;&gt;=Holocaust</b> <b>+ =LGBT and Disabilities Law</b> <b>*=AAPI (Asian American and Pacific Islanders)</b> <b>\$=Financial Literacy</b> <b>Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.</b>

## Pacing Guide

**Course Title: 6th Grade Spanish**

**Prerequisite(s): None**

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
<p>Unit 1: Back to School!</p> <p>Cultural Context: * Hisp. Her. Month * Día de Los M. * Navidad/Janucá/ * Cuansa * El Año Nuevo * San Valentín * Carnaval * El 5 de Mayo * La Tomatina * San Fermín</p> <p>Topics: * Class subjects * Time * Schedules * Numbers 61-100 * Infinitives</p>	<p>25-30 days</p>	<p><b>POWER STANDARD:</b> <u>Presentational Mode - Novice-Mid</u> Present <i>information from age- and level-appropriate</i>, culturally authentic materials orally or in writing. (7.1.NM.PRSNT.5)</p> <p><u>Interpretive Mode - Novice-Low</u> Identify <i>memorized and practiced words contained in oral, viewed, and written chunks of language</i> in culturally authentic materials when supported by <i>visual cues</i> such as <i>pictures and gestures</i> and <i>text support such as bolded words, bulleted lists, and/or captions.</i> (7.1.NL.IPRET.1)</p> <p>Respond with <i>physical actions and/or gestures to simple oral directions, commands, and requests.</i> (7.1.NL.IPRET.2 )</p> <p>Recognize a few <i>common gestures</i> associated with the target culture(s). (7.1.NL.IPRET.3)</p>	<p>Students will understand the:</p> <ol style="list-style-type: none"> <li>1. Differences and similarities of discussing time and schedules in Spanish versus English.</li> <li>2. Cultural context of time and schedules.</li> </ol>	<p>Student will be able to:</p> <ol style="list-style-type: none"> <li>1. Read, write, and talk about what time it is in Spanish.</li> <li>2. Read, write, and talk about when things happen.</li> <li>3. Read, write, and talk about being late or in a hurry.</li> <li>4. Read, write, and talk about class subjects.</li> <li>5. Use numbers from 61-100</li> </ol>

		<p><b><u>Interpersonal Mode - Novice-Low</u></b></p> <p>Respond to a few simple <i>questions</i> on very <i>familiar topics</i> using <i>memorized words</i> and <i>phrases</i> that have been repeatedly practiced. (7.1.NL.IPERS.1)</p> <p>Express a <i>few basic preferences</i> and/or <i>feelings</i> using <i>memorized words</i> and <i>phrases</i> that are often supported by <i>gestures or visuals</i>. (7.1.NL.IPERS.3)</p> <p>React to a <i>few procedural instructions, directions, and commands</i> in <i>classroom situations</i>. (7.1.NL.IPERS.4)</p> <p>Imitate a few <i>culturally authentic gestures</i> when <i>greeting</i> others and during <i>leave takings</i>. (7.1.NL.IPERS.5)</p> <p><b><u>Presentational Mode - Novice-Low</u></b></p> <p>Present very <i>familiar personal information</i> using <i>memorized words and phrases</i> that have been repeatedly practiced. Often the information is supported by <i>gestures and visuals</i>. (7.1.NL.PRSNT.1)</p> <p>Express a <i>few basic preferences</i> and/or <i>feelings</i> using <i>memorized words and phrases</i> that are supported by <i>gestures or visuals</i>.</p>		
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		<p>(7.1.NL.PRSNT.2)</p> <p>Imitate a few culturally authentic gestures when greeting others and during leave takings. (7.1.NL.PRSNT.3)</p> <p>Express names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures (7.1.NL.PRSNT.4)</p>		
<p>Unit 2: Home, Sweet, Home!</p> <p>Cultural Context: * Hisp. Her. Month * Día de Los M. * Navidad/Janucá/ * Cuansa * El Año Nuevo * San Valentín * Carnaval * El 5 de Mayo * La Tomatina * San Fermín</p> <p>Topics: * House &amp; Home * Family &amp; Friends * Personality * Physical Char.</p>	25-30 days	<p><b>POWER STANDARD:</b> <u>Presentation Mode - Novice-Mid</u> Present information from age- and level-appropriate, culturally authentic materials orally or in writing. (7.1.NM.PRSNT.5)</p> <p><u>Interpretive Mode - Novice-Low</u> Identify 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.1)</p> <p>Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p>	<p>Students will understand the:</p> <ol style="list-style-type: none"> <li>1. Connections between their own lives and the world around them.</li> <li>2. Similarities and differences between home and family customs in the United States versus other Spanish speaking countries.</li> </ol>	<p>Student will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the contents of a room</li> <li>2. Talk about what you need and want to do</li> <li>3. Describe people and things</li> <li>4. Describe family</li> <li>5. Discuss things family does together</li> </ol>

		<p>(7.1.NL.IPRET.2 )</p> <p>Recognize a few <i>common gestures</i> associated with the target culture(s). (7.1.NL.IPRET.3)</p> <p><b><u>Interpersonal Mode - Novice-Low</u></b> Respond to a few simple <i>questions</i> on very <i>familiar topics</i> using <i>memorized words</i> and <i>phrases</i> that have been repeatedly practiced. (7.1.NL.IPERS.1)</p> <p>Express a <i>few basic preferences</i> and/or <i>feelings</i> using <i>memorized words</i> and <i>phrases</i> that are often supported by <i>gestures or visuals</i>. (7.1.NL.IPERS.3)</p> <p>React to a <i>few procedural instructions, directions, and commands</i> in <i>classroom situations</i>. (7.1.NL.IPERS.4)</p> <p>Imitate a few <i>culturally authentic gestures</i> when <i>greeting</i> others and during <i>leave takings</i>. (7.1.NL.IPERS.5)</p> <p><b><u>Presentational Mode - Novice-Low</u></b> Present very <i>familiar personal information</i> using <i>memorized words and phrases</i> that have been repeatedly practiced. Often the information is supported by <i>gestures and visuals</i>. (7.1.NL.PRSNT.1)</p>		
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Instructional Unit Map				
Course Title: 6th Grade Spanish				
Unit Title	Unit 1: Back to School!		Start Date:	Beginning of each trimester
			Length of Unit:	5-6 weeks
Content Standards <i>What do we want them to know, understand, &amp; do?</i>	POWER STANDARD: <u>Presentational Mode - Novice-Mid</u> Present <i>information from age- and level-appropriate,</i>	Learning Goals	Students will understand the:  1. Differences and similarities of discussing time and schedules in Spanish versus English.	

	<p>culturally authentic materials orally or in writing. (7.1.NM.PRSNT.5)</p> <p><b><u>Interpretive Mode - Novice-Low</u></b> Identify <i>memorized and practiced words contained in oral, viewed, and written chunks of language</i> in culturally authentic materials when supported by <i>visual cues</i> such as <i>pictures and gestures</i> and <i>text support</i> such as <i>bolded words, bulleted lists, and/or captions</i>. (7.1.NL.IPRET.1)</p> <p>Respond with <i>physical actions and/or gestures to simple oral directions, commands, and requests</i>. (7.1.NL.IPRET.2 )</p> <p>Recognize a few <i>common gestures</i> associated with the target culture(s). (7.1.NL.IPRET.3)</p> <p><b><u>Interpersonal Mode - Novice-Low</u></b> Respond to a few simple <i>questions</i> on very <i>familiar topics</i> using <i>memorized</i></p>		<p>2. Cultural context of time and schedules.</p>
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	<p><i>words and phrases</i> that have been repeatedly practiced. (7.1.NL.IPERS.1)</p> <p>Express a <i>few basic preferences</i> and/or <i>feelings</i> using <i>memorized words and phrases</i> that are often supported by <i>gestures or visuals</i>. (7.1.NL.IPERS.3)</p> <p>React to a <i>few procedural instructions, directions, and commands</i> in <i>classroom situations</i>. (7.1.NL.IPERS.4)</p> <p>Imitate a few <i>culturally authentic gestures</i> when <i>greeting</i> others and during <i>leave takings</i>. (7.1.NL.IPERS.5)</p> <p><u>Presentational Mode - Novice-Low</u> Present very <i>familiar personal information</i> using <i>memorized words and phrases</i> that have been repeatedly practiced. Often the information is supported by <i>gestures and visuals</i>. (7.1.NL.PRSNT.1)</p> <p>Express a <i>few basic</i></p>		
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	<p><i>preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</i> (7.1.NL.PRSNT.2)</p> <p><i>Imitate a few culturally authentic gestures when greeting others and during leave takings.</i> (7.1.NL.PRSNT.3)</p> <p><i>Express names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures</i> (7.1.NL.PRSNT.4)</p>									
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>• How can students describe their school experience from culture-to-culture?</li> <li>• How do schools compare from culture-to-culture?</li> <li>• How do I demonstrate an understanding of the similarities and differences related to time and schedules from culture-to-culture?</li> </ul>									
<p><b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i></p>	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:25%; text-align: center;">Formative</th> <th style="width:25%; text-align: center;">Summative</th> <th style="width:25%; text-align: center;">Alternative</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 1040 995 1346"> <ul style="list-style-type: none"> <li>• Choral and individual responses to questioning verbally and on the smartboard</li> <li>• Journal entries</li> <li>• Listening exercises</li> <li>• Quizzes</li> <li>• Speaking exercises</li> <li>• Student self-assessments</li> </ul> </td> <td data-bbox="995 1040 1526 1346"> <ul style="list-style-type: none"> <li>• Dramatic Presentations</li> <li>• Musical Presentations</li> <li>• Oral presentations</li> <li>• Presentations</li> <li>• Projects</li> <li>• Skits, Drama, Re-enactments</li> <li>• Tests</li> </ul> </td> <td data-bbox="1526 1040 1944 1346"> <ul style="list-style-type: none"> <li>• Menu Options</li> <li>• Genius Hour</li> <li>• Student Choice</li> </ul> </td> </tr> </tbody> </table>				Formative	Summative	Alternative	<ul style="list-style-type: none"> <li>• Choral and individual responses to questioning verbally and on the smartboard</li> <li>• Journal entries</li> <li>• Listening exercises</li> <li>• Quizzes</li> <li>• Speaking exercises</li> <li>• Student self-assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Presentations</li> <li>• Musical Presentations</li> <li>• Oral presentations</li> <li>• Presentations</li> <li>• Projects</li> <li>• Skits, Drama, Re-enactments</li> <li>• Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Menu Options</li> <li>• Genius Hour</li> <li>• Student Choice</li> </ul>
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	<ul style="list-style-type: none"> <li>● Think-Pair-Share discussions</li> <li>● Thumbs up/down, and other interactive answering strategies.</li> <li>● Warm ups/Tickets out the door</li> </ul>		
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<ul style="list-style-type: none"> <li>● Google form survey</li> <li>● Anticipation activity</li> <li>● K-W-L Chart</li> </ul>		
<b>Instructional Strategies/Student Activities</b>	<p><b>Instructional Models</b></p> <ul style="list-style-type: none"> <li>● TPACK (Technology, Pedagogy, and Content Knowledge)</li> <li>● TPR (Total Physical Response)</li> <li>● Multiple Intelligence Theory</li> <li>● Direct Instruction</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>● Alternate assessments</li> <li>● Annotating text</li> <li>● Audio and video recorded content for audio learners</li> <li>● Bilingual resources</li> <li>● Building on prior knowledge</li> <li>● Chalk Talk</li> <li>● Choice menus</li> <li>● Cold Call</li> <li>● Collaborative learning</li> <li>● Conferencing</li> <li>● Cooperative learning</li> <li>● Cultural presentations</li> <li>● Dialogue presentations</li> <li>● Dialogues</li> <li>● Digital Escape Rooms</li> <li>● Discussions, genius hour</li> <li>● Effective questioning strategies</li> <li>● English proficient with ELL student</li> <li>● Essays</li> </ul>		

- Essential questions,
- Flexible deadlines
- Formative assessment
- Google Doc creation/submissions
- Google Form creation/submissions
- Google Slides creation/submissions
- Google tools
- Graphic organizers (Venn Diagrams, KWLS, etc.)
- Guest speakers
- Heterogeneous grouping
- Homogeneous grouping
- Integration of content ELA, Social Studies, Music, Art, and STEM
- Interactive Word Wall
- Jigsaw
- Modeling
- Mural displays
- Music and songs
- Musical presentations
- Online games
- Peer Review/Feedback
- Performance-based activities
- Portfolio
- project-based activities
- Projects
- Quizzes
- Reflection
- Role play, simulations, drama,
- Rubrics
- Scaffolding
- Socratic Seminar
- Sorting
- Student choice
- Student created videos
- Student goal setting
- Student interest groupings
- Tests
- Text for visual and word learners

	<ul style="list-style-type: none"> <li>● Think-Pair-Share</li> <li>● Word wall</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	<ul style="list-style-type: none"> <li>● 1:1 student conference</li> <li>● Allow for “silent period” for student to process communication</li> <li>● Chunking</li> <li>● Cognates to build vocabulary</li> <li>● Collaborate with ELL teacher in order to develop additional strategies to support learner</li> <li>● Cultural context of vocabulary using videos</li> <li>● Highlight and discuss key words</li> <li>● Limit required material for class presentation</li> <li>● Online programs (ie: Duolingo which is individually paced based on each student’s progress and ability)</li> <li>● Pre-teach when possible</li> <li>● Preferential seating on an as-needed basis</li> <li>● Provide key vocabulary prior to lesson and/or assessment</li> <li>● Scaffolding of language as needed</li> </ul>	<ul style="list-style-type: none"> <li>● 1:1 student conference</li> <li>● Additional time</li> <li>● Allow oral responses</li> <li>● Allow re-dos/retakes</li> <li>● Answers to be dictated (if assessing writing skills)</li> <li>● Chunk projects or long-term assignments</li> <li>● Collaborate with special education teacher and/or aide in order to develop student specific strategies/approaches</li> <li>● Differentiated grouping</li> <li>● Limit required material for class presentation</li> <li>● Online programs (ie: Duolingo which is individually paced</li> </ul>	<ul style="list-style-type: none"> <li>● 1:1 student conference</li> <li>● Chunking</li> <li>● Cognates to build vocabulary</li> <li>● Collaborate with ELL teacher in order to develop additional strategies to support learner</li> <li>● Cultural context of vocabulary using videos</li> <li>● Highlight and discuss key words</li> <li>● Limit required material for class presentation</li> <li>● Online programs (ie: Duolingo which is individually paced based on each student’s progress and ability)</li> <li>● Pre-teach when possible</li> <li>● Preferential seating on an as-needed basis</li> <li>● Provide key vocabulary prior to lesson and/or assessment</li> <li>● Scaffolding of language as needed</li> <li>● Small group instruction</li> <li>● Visual charts and displays</li> </ul>	<ul style="list-style-type: none"> <li>● Choice Menus</li> <li>● Choice menus</li> <li>● Independent novel choice</li> <li>● Independent Projects</li> <li>● Learning stations</li> <li>● Online programs (ie: Duolingo which is individually paced based on each student’s progress and ability)</li> <li>● Student choice</li> <li>● Tiered assessments</li> </ul>

	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Visual charts and displays</li> </ul>	<p>based on each student's progress and ability)</p> <ul style="list-style-type: none"> <li>• Oral testing (assessing reading comprehension/writing skills)</li> <li>• Preferential seating on an as-needed basis</li> <li>• Provide study guides or study opportunities</li> <li>• Read test aloud</li> <li>• Read test passages/articles aloud (if assessing reading comprehension)</li> <li>• Single step directions</li> <li>• Small group instruction</li> <li>• Tiered assessments</li> <li>• Truncated/shortened assessment</li> <li>• Use multiple choice format</li> <li>• Vary test formats</li> <li>• Visual charts and representations of concepts</li> </ul>		
<b>Differentiated Instructional Methods:</b>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	

<p><i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> <li>● <b>Audio:</b> Attached to Google Slides and in videos (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)</li> <li>● <b>Closed Captions:</b> Youtube and Discovery Teacher videos (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)</li> <li>● <b>Chromebooks:</b> access all content via Google Classroom (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)</li> <li>● <b>Google Apps:</b> ie: classroom, slides, forms, docs, sheets, etc. (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)</li> <li>● <b>Online language, research, and instructional tools</b> (Duolingo, Google Translate)</li> <li>● <b>Promethean Board</b> (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)</li> <li>● <b>Teacher generated resources</b> (Google Skits with audio) Skits #1-30, Chapter Dialogues #1-6</li> <li>● <b>TPT</b> (Teachers Pay Teachers) resources (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San</li> </ul>	<ul style="list-style-type: none"> <li>● Dramatic presentation</li> <li>● Written deliverables (ie: paragraph, letter, postcard, poem, rap and/or song lyrics,)</li> <li>● Oral presentations (skits/dialogues)</li> <li>● Peer conversations 1:1 and groups of three</li> <li>● Posters (paper or digital)</li> <li>● Reports (paper or digital)</li> <li>● Video presentations (individual, in pairs, small group)</li> </ul>
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	<p>Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)</p> <ul style="list-style-type: none"> <li>● Various groupings</li> <li>● <b>Video:</b> <ul style="list-style-type: none"> <li>○ Teacher generated (“Why” Spanish?, Greetings, Introductions, Goodbyes, Colors, Numbers, Likes/Dislikes, Food, Sports, Languages, Music)</li> <li>○ Discovery Teacher (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo)</li> <li>○ Youtube Videos/Playlists (Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)</li> </ul> </li> </ul>	
<p><b>Vocabulary</b>  <i>Highlight key vocabulary  (both Tier II and Tier III words)</i></p>	<p>Tier II: Compare/Contrast, Construct, Analyze, Synthesize etc.  Tier III: <a href="https://quizlet.com/27654541/que-hora-es-flash-cards/">https://quizlet.com/27654541/que-hora-es-flash-cards/</a> and <a href="https://quizlet.com/151926148/spanish-chapter-3-vocabulary-flash-cards/">https://quizlet.com/151926148/spanish-chapter-3-vocabulary-flash-cards/</a></p>	
<p><b>Integration of Technology</b>  <a href="#">SAMR</a></p>	<p><b>Substitution:</b></p> <ul style="list-style-type: none"> <li>● Google Docs, Slides, Sheets, Forms, youtube videos, Duolingo, Collegeboard, Quizlet, Kaizema, Google Translate, Vocaroo, Online Voice Recorder, Easybib, Citation Machine, Word Reference, Padlet</li> <li>● Teacher will: <ul style="list-style-type: none"> <li>○ Present the similarities and difference between various holidays/events to students. Students will create a Google Drawing Venn Diagram to compare the these holidays/events based on the teacher’s presentation.</li> <li>○ Share text using Google Docs. Students will make a copy and type the translation. Student will be allowed to use an online dictionary like Google Translate online to speed and streamline the process of translation.</li> </ul> </li> <li>● Students will: <ul style="list-style-type: none"> <li>○ Access photos online and insert them into the Google Doc instead of the English translation.</li> <li>○ Put listening practice on Edmodo or Google Classroom for class to listen and answer questions. Students will type their answers in a Google Doc.</li> <li>○ Take digital notes while watching presentations.</li> <li>○ Take notes in their digital interactive notebook via Google Docs.</li> </ul> </li> </ul>	



- Use (teacher) Screencastify/YouTube to post a video/presentation depicting the teacher presenting key information about a country in the target language. Students will watch and take notes on their own.
- Use [Collegeboard.org](https://collegeboard.org) and other online resources to explore college choices rather than using paper resources.
- Use Google Docs to ask and answer basic questions. If they do not know a word, they can use Google Translate or [wordreference.com](https://wordreference.com).
- Use Google Docs to create an artifact, ie: study guide, vocabulary list, flashcards
- Use Google Docs to type their essay describing the geography of their country. They will use [Easybib](https://easybib.com) to or Citation Machine cite their sources.
- Use Google Docs to write dialogue.
- Use Google Sheets or Quizlet to create a vocabulary list with the definitions.
- Use Google Slides to label a blank map of the target country.
- Use internet databases and the research tool to gather information. They will use Google docs to write information found and [Easybib](https://easybib.com) or Citation Machine to cite their sources.
- Use internet databases to research the holiday. Students will keep their notes in a Google Doc and use Easybib or Citation Machine to cite their sources.
- Use library databases to research an historical event in the target country. They will use [Easybib](https://easybib.com) or Citation Machine to cite their sources.
- Use [Vocaroo](https://vocaroo.com) or Online Voice Recorder to record an assigned speaking prompt.
- Work together to write a script and then record their speaking parts with the [Kaizena Add-On](https://kaizena.com) or Online Voice Recorder.
- Write their letter using Google Docs and share with a partner for peer review.

**Augmentation:**

- Individual and/or peer feedback via comments in Google Docs, Slides, Sheets, Forms, Google Classroom, Duolingo, Kaiezena, Online Voice Recorder, youtube videos, Duolingo, Collegeboard, Quizlet, Google Translate, Vocaroo, Online Voice Recorder, Easybib, Citation Machine, Word Reference, Padlet.
- Teacher will:
  - Listen to the student speaking parts and use [Kaizena](https://kaizena.com) to provide feedback.
- Students will:
  - Access photos online and insert them into the Google Doc instead of the English translation.
  - Add an image in a third column, next to each definition.
  - Add the Google Draw Venn Diagram to their digital Interactive Notebook Google Doc. Students will then include links to images and video that demonstrates the comparisons in the diagram.

- After making corrections, students will use [Vocaroo.com](http://Vocaroo.com), Online Voice Recorder, or Kaizema to record their pen pal letter and self-assess their pronunciation.
- Create a Google Map in which they label the key information of the target country.
- Create a Google Presentation to display their information. Images and links to other sites should be included.
- Listen to their own recording and write a one paragraph reflection on their speech. They will then listen to two other classmates and write another one page reflection.
- Put listening practice on Edmodo, Online Voice Recorder, or Kaizema for class to listen and answer questions. Students will leave a message with their answers.
- Share their artifacts with two partners and a teacher. Students will provide comments on their partners' work and the student will make suggested changes.
- Share their Docs with a partner for peer review. Students will use [wordreference.com](http://wordreference.com) or Google Translate to make sure that the language choices are correct.
- Share their translation with a partner to compare and figure out the correct translation.
- Use Google Docs to collaborate with partner. Students will peer edit one another's work and use [www.wordreference.com](http://www.wordreference.com) or Google Translate to look up words that are unfamiliar.
- Use Google Draw and Google Docs to create a postcard for their holiday. They will fill out their postcard as if they were sending it after attending the holiday.
- Use Google Draw or Slides to create a Venn diagram that compares/contrasts the two holidays.
- Use Google Maps to add placemarkers to their sites, the text to each site, and photos.
- Use Google Maps to create a map of their chosen country. They will drop pins on their map to explain the geography of their country and include images, text and hyperlinks.

**Modification:**

- Revise, edit based on previous collaboration, using Google Docs, Slides, Sheets, Forms, youtube videos, Duolingo, Screencastify, Youtube, Kaizema, Collegeboard, Quizlet, Google Translate, Vocaroo, Online Voice Recorder, Easybib, Citation Machine, Word Reference, Padlet, Flipidity.net, Mindmeister, and Lucid Chart.
- Teacher will:
  - Divide students into groups. Each group is responsible for researching either the various events or holidays from the United States and other Spanish speaking countries. The group will then develops a visual / presentation / document that explains their event/activity Each group will then partner with a group that researched a different event/activity. The two groups will collaborate on a Google Doc to compare and contrast the event/activity.
  - Give each student a section of the same class presentation. When they are finished with their map, they will include the link to their map on the Presentation. The final product will be one class presentation with the maps from all of the chosen countries.

- o Group students according to ability. Groups of students needing improvement on similar skills can work collaboratively to improve skill set.
- o Pair up and Share their presentation with their partner for feedback.
- o Using Google Docs, the teacher will write the beginning of a Chain Story and the students have to reply adding on to the story. The Revision History will be used to ensure that all students contributed.

- Students will:

- o Create a Google Presentation and add images in addition to text.
- o Make revisions and create an answer key. The study guides will then be shared with students in lower levels of the language.
- o Record their individual parts using [vocaroo](#) and post on Edmodo. They will listen to at least two others and provide feedback.
- o Share their information with three others. Students will then use the Comment Tool to ask questions about the information provided.
- o Share their research and Venn diagram with a partner to obtain feedback and make necessary revisions.
- o Share their worksheet with a partner to peer edit and combine into one worksheet.
- o Use [flippity.net](#) to create flash cards. An image will be on one side with the key information on the other.
- o Use Google Docs to share a summary of their research with a partner. The two students will then use Google Draw to create a Venn Diagram comparing and contrasting their findings.
- o Use Google Maps to place markers depicting the locations that they will be visiting. Images, text and links to external websites should be included. The map will then be linked on the brochure.
- o Use Google Presentations to create a storyboard of their skit.
- o Use online databases to research a country that speaks the target language.
- o Use Online Voice Recorder or [Kaizena](#) to record themselves speaking each vocab word so that when you click on each word, it will play it out loud.
- o Use Screencastify to record their Pen Pal letter.
- o Using the Google Map they just made, students will create a tour that takes the viewer through each site that they marked in their map. Tours will be posted on Edmodo or Google Classroom.
- o Utilizing Edmodo small groups, three sets of pairs will be combined and tasked with created one final version of the translation.
- o Working in small groups become the tourism board for a city of their choice. Their task is to create a [brochure](#) or [infographic](#) that advertises their city's holiday celebration or special event.

**Redefinition:**

- Google Docs, Slides, Sheets, Forms, youtube videos, Duolingo, Screencastify, Youtube, Kaizema, Piktochart
- Teacher will:

- Combine students pairs to create a group of four. Students will create a digital audio-video story where they will recreate and retell in the target language an original story or legend of their choice.
- Student will
  - “Call” (for a final assessment) their teacher and give their oral assessment.
  - Create a Google Presentation to present their information about their country. They will then upload it to Screencastify or Online Recorder to add narration and post their final product on Edmodo or other shared app (ie: Google Classroom, Google Groups, Microsoft Teams etc.).
  - Create a presentation (continuing to work in groups of six) with accompanying images, diagrams and charts, using online resources, to illustrate the passage and summarize key points and unusual grammar or cultural references.
  - Create one presentation (working with their partner) that discusses similarities, differences, and the relationships between the two countries.
  - Multiple WL classes will complete the same project. When each class is done, the presentations will be posted in one Edmodo group. Students from all classes will then complete a map scavenger hunt.
  - Periodically record themselves and keep all of the links in a Google Spreadsheet. This spreadsheet will become a yearlong progress portfolio. For each entry, the student will self-assess.
  - Post class brochures on Edmodo or Google Classroom and the class will vote on their favorite. The top three brochures will be shared with lower levels and possibly even MS and ES teachers.
  - Share their video letters with their counterpart school.
  - Use a medium of their choice (after making revisions) to present their research to the class.
  - Use Edmodo or Google Classroom to connect with a class that speaks the target language. Students will chat with their counterparts and explain to them the significance of the Super Bowl in America. In turn, students in the partner class will explain the significance of the World Cup.
  - Use [flippity.net](http://flippity.net) or [Quizlet](http://Quizlet) to create their flashcards and quiz themselves.
  - Use Google Draw to make a jigsaw puzzle of the target country.
  - Use [Mindmeister](http://Mindmeister), [LucidChart](http://LucidChart) or Google Draw to create a mind map that organizes the vocabulary into certain categories.
  - Use [piktochart](http://piktochart) to create an infographic depicting the details of both holidays. The infographics will then be shared with WL teachers at either the MS or ES level to share with their students.
  - Use Screencastify to record a one minute video explaining how this activity helped them develop their language skills.
  - View the tours of two other students and will use Google Docs and Google Draw to create a postcard. They will write the postcard as if they were actually visiting one of the locations on the tour.
  - Working in small groups, students will become the tourism board for a city of their choice. Their task is to create a commercial that advertises their city’s holiday celebration. They can use [WeVideo](http://WeVideo) or Screencastify to create a Google Presentation and upload it to [MoveNote](http://MoveNote) or Youtube via Screencastify.

**Interdisciplinary Connections**

[NJ Student Learning Standards](#)

**English Language Arts:**

- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**Career Readiness, Life Literacies, and Key Skills**

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance .
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
- 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact.

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

**Computer Science and Design Thinking:**

- 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.

	<ul style="list-style-type: none"> <li>● 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.</li> <li>● 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.</li> </ul> <p><a href="https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CSDT.pdf">https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CSDT.pdf</a></p> <p><b>Career Readiness:</b></p> <ul style="list-style-type: none"> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7. Employ valid and reliable research strategies.</li> <li>● CRP11. Use technology to enhance productivity.</li> <li>● CRP12. Work productively in teams while using cultural global competence.</li> </ul>					
<p><b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a></p>	<table border="1"> <thead> <tr> <th data-bbox="575 667 1234 740">Themes</th> <th data-bbox="1234 667 1944 740">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 740 1234 995">           Global Awareness, Civic Literacy   <a href="https://drive.google.com/drive/u/0/folders/13mUhgV97SURJBj_HpTjFok5JOYeQhSDQ">https://drive.google.com/drive/u/0/folders/13mUhgV97SURJBj_HpTjFok5JOYeQhSDQ</a> </td> <td data-bbox="1234 740 1944 995">           Creativity, Critical Thinking, Collaboration, Communication, Media Literacy, Information Literacy, Information, Communication Technology Literacy, Productivity and Accountability, Leadership and Responsibility, Flexibility and Adaptability, Social and Cross Cultural Skills, Initiative and Self-Direction         </td> </tr> </tbody> </table>		Themes	Skills	Global Awareness, Civic Literacy  <a href="https://drive.google.com/drive/u/0/folders/13mUhgV97SURJBj_HpTjFok5JOYeQhSDQ">https://drive.google.com/drive/u/0/folders/13mUhgV97SURJBj_HpTjFok5JOYeQhSDQ</a>	Creativity, Critical Thinking, Collaboration, Communication, Media Literacy, Information Literacy, Information, Communication Technology Literacy, Productivity and Accountability, Leadership and Responsibility, Flexibility and Adaptability, Social and Cross Cultural Skills, Initiative and Self-Direction
Themes	Skills					
Global Awareness, Civic Literacy  <a href="https://drive.google.com/drive/u/0/folders/13mUhgV97SURJBj_HpTjFok5JOYeQhSDQ">https://drive.google.com/drive/u/0/folders/13mUhgV97SURJBj_HpTjFok5JOYeQhSDQ</a>	Creativity, Critical Thinking, Collaboration, Communication, Media Literacy, Information Literacy, Information, Communication Technology Literacy, Productivity and Accountability, Leadership and Responsibility, Flexibility and Adaptability, Social and Cross Cultural Skills, Initiative and Self-Direction					
<p><b>Resources/Materials</b></p>	<ul style="list-style-type: none"> <li>● Google classroom, docs, spreadsheets, forms, slides, meets, translate</li> <li>● Teacher generated content (digital escape rooms, genius hour, socratic seminars, various lessons created with research and Google Tools)</li> <li>● Discover Teacher Culture videos (Day of the Dead, Las Posadas, La Comida de México, Cinco de Mayo)</li> <li>● Teacher’s Pay Teachers Resources</li> <li>● <a href="#">¡Ven Conmigo!</a> Holt Spanish Level 1 Copyright 1996</li> <li>● Several Quizizz Lessons</li> </ul>					

## Instructional Unit Map

**Course Title: 6th Grade Spanish**

<b>Unit Title</b>	Unit 2: Home, Sweet, Home!	<b>Start Date:</b>	Second Half of each Trimester
		<b>Length of Unit:</b>	5-6 Weeks
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<p><b>POWER STANDARD:</b> <u>Presentational Mode - Novice-Mid</u> Present <i>information from age- and level-appropriate, culturally authentic materials orally or in writing.</i> (7.1.NM.PRSNT.5)</p> <p><u>Interpretive Mode - Novice-Low</u> Identify <i>memorized and practiced words contained in oral, viewed, and written chunks of language</i> in culturally authentic materials when supported by <i>visual cues</i> such as <i>pictures and gestures</i> and <i>text support</i> such as <i>bolded words, bulleted lists, and/or captions.</i> (7.1.NL.IPRET.1)</p> <p>Respond with <i>physical actions and/or gestures to simple oral directions,</i></p>	<b>Learning Goals</b>	<p>Students will understand the:</p> <ol style="list-style-type: none"> <li>1. Connections between their own lives and the world around them (including family).</li> <li>2. Similarities and differences between home and family customs in the United States versus other Spanish speaking countries</li> </ol>

	<p><i>commands, and requests.</i> (7.1.NL.IPRET.2 )</p> <p>Recognize a few <i>common gestures</i> associated with the target culture(s). (7.1.NL.IPRET.3)</p> <p><b><u>Interpersonal Mode - Novice-Low</u></b></p> <p>Respond to a few simple <i>questions</i> on very <i>familiar topics</i> using <i>memorized words</i> and <i>phrases</i> that have been repeatedly practiced. (7.1.NL.IPERS.1)</p> <p>Express a <i>few basic preferences</i> and/or <i>feelings</i> using <i>memorized words</i> and <i>phrases</i> that are often supported by <i>gestures</i> or <i>visuals</i>. (7.1.NL.IPERS.3)</p> <p>React to a <i>few procedural instructions, directions, and commands</i> in <i>classroom situations</i>. (7.1.NL.IPERS.4)</p> <p>Imitate a few <i>culturally authentic gestures</i> when <i>greeting</i> others and during <i>leave takings</i>. (7.1.NL.IPERS.5)</p>		
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	<p><u>Presentational Mode -</u> <u>Novice-Low</u> Present very <i>familiar personal information</i> using <i>memorized words and phrases</i> that have been repeatedly practiced. Often the information is supported by <i>gestures and visuals</i>. (7.1.NL.PRSNT.1)</p> <p>Express a <i>few basic preferences</i> and/or <i>feelings</i> using <i>memorized words and phrases</i> that are supported by gestures or visuals. (7.1.NL.PRSNT.2)</p> <p>Imitate a <i>few culturally authentic gestures</i> when <i>greeting</i> others and during leave takings. (7.1.NL.PRSNT.3)</p> <p>Express <i>names of a few memorized and practiced words and phrases</i> related to <i>climate change</i> in the target culture(s) and in students' own cultures (7.1.NL.PRSNT.4)</p>		
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>● <i>What is home to me? To others?</i></li> <li>● <i>What is my definition of family?</i></li> </ul>		

<b>Assessments</b>			
<i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<ul style="list-style-type: none"> <li>● Google form survey</li> <li>● Anticipation activity</li> <li>● K-W-L Chart</li> </ul>		
<b>Instructional Strategies/Student Activities</b>	<p><b>Instructional Models</b></p> <ul style="list-style-type: none"> <li>● TPACK (Technology, Pedagogy, and Content Knowledge)</li> <li>● TPR (Total Physical Response)</li> <li>● Multiple Intelligence Theory</li> <li>● Direct Instruction</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>● Alternate assessments</li> <li>● Annotating text</li> <li>● Audio and video recorded content for audio learners</li> <li>● Bilingual resources</li> <li>● Building on prior knowledge</li> <li>● Chalk Talk</li> <li>● Choice menus</li> </ul>		

- Cold Call
- Collaborative learning
- Conferencing
- Cooperative learning
- Cultural presentations
- Dialogue presentations
- Dialogues
- Digital Escape Rooms
- Discussions, genius hour
- Effective questioning strategies
- English proficient with ELL student
- Essays
- Essential questions,
- Flexible deadlines
- Formative assessment
- Google Doc creation/submissions
- Google Form creation/submissions
- Google Slides creation/submissions
- Google tools
- Graphic organizers (Venn Diagrams, KWLs, etc.)
- Guest speakers
- Heterogeneous grouping
- Homogeneous grouping
- Integration of content ELA, Social Studies, Music, Art, and STEM
- Interactive Word Wall
- Jigsaw
- Modeling
- Mural displays
- Music and songs
- Musical presentations
- Online games
- Peer Review/Feedback
- Performance-based activities
- Portfolio
- project-based activities
- Projects
- Quizzes

	<ul style="list-style-type: none"> <li>● Reflection</li> <li>● Role play, simulations, drama,</li> <li>● Rubrics</li> <li>● Scaffolding</li> <li>● Socratic Seminar</li> <li>● Sorting</li> <li>● Student choice</li> <li>● Student created videos</li> <li>● Student goal setting</li> <li>● Student interest groupings</li> <li>● Tests</li> <li>● Text for visual and word learners</li> <li>● Think-Pair-Shair</li> <li>● Word wall</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners                      Special Education Learners                      Struggling Learners                      Advanced Learners</b>			
	<ul style="list-style-type: none"> <li>● 1:1 student conference</li> <li>● Allow for “silent period” for student to process communication</li> <li>● Chunking</li> <li>● Cognates to build vocabulary</li> <li>● Collaborate with ELL teacher in order to develop additional strategies to support learner</li> <li>● Cultural context of vocabulary using videos</li> <li>● Highlight and discuss key words</li> <li>● Limit required material for class presentation</li> </ul>	<ul style="list-style-type: none"> <li>● 1:1 student conference</li> <li>● Additional time</li> <li>● Allow oral responses</li> <li>● Allow re-dos/retakes</li> <li>● Answers to be dictated (if assessing writing skills)</li> <li>● Chunk projects or long-term assignments</li> <li>● Collaborate with special education teacher and/or aide in order to develop student</li> </ul>	<ul style="list-style-type: none"> <li>● 1:1 student conference</li> <li>● Chunking</li> <li>● Cognates to build vocabulary</li> <li>● Collaborate with ELL teacher in order to develop additional strategies to support learner</li> <li>● Cultural context of vocabulary using videos</li> <li>● Highlight and discuss key words</li> <li>● Limit required material for class presentation</li> <li>● Online programs (ie: Duolingo which is individually paced based on each student’s progress and ability)</li> <li>● Pre-teach when possible</li> <li>● Preferential seating on an as-needed basis</li> </ul>	<ul style="list-style-type: none"> <li>● Choice Menus</li> <li>● Choice menus</li> <li>● Independent novel choice</li> <li>● Independent Projects</li> <li>● Learning stations</li> <li>● Online programs (ie: Duolingo which is individually paced based on each student’s progress and ability)</li> <li>● Student choice</li> <li>● Tiered assessments</li> </ul>

	<ul style="list-style-type: none"> <li>● Online programs (ie: Duolingo which is individually paced based on each student's progress and ability)</li> <li>● Pre-teach when possible</li> <li>● Preferential seating on an as-needed basis</li> <li>● Provide key vocabulary prior to lesson and/or assessment</li> <li>● Scaffolding of language as needed</li> <li>● Small group instruction</li> <li>● Visual charts and displays</li> </ul>	<p>specific strategies/approaches</p> <ul style="list-style-type: none"> <li>● Differentiated grouping</li> <li>● Limit required material for class presentation</li> <li>● Online programs (ie: Duolingo which is individually paced based on each student's progress and ability)</li> <li>● Oral testing (assessing reading comprehension/writing skills)</li> <li>● Preferential seating on an as-needed basis</li> <li>● Provide study guides or study opportunities</li> <li>● Read test aloud</li> <li>● Read test passages/articles aloud (if assessing reading comprehension)</li> <li>● Single step directions</li> <li>● Small group instruction</li> <li>● Tiered assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Provide key vocabulary prior to lesson and/or assessment</li> <li>● Scaffolding of language as needed</li> <li>● Small group instruction</li> <li>● Visual charts and displays</li> </ul>	
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		<ul style="list-style-type: none"> <li>● Truncated/shortened assessment</li> <li>● Use multiple choice format</li> <li>● Vary test formats</li> <li>● Visual charts and representations of concepts</li> </ul>		
<p><b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p><b>Access (Resources and/or Process)</b></p>		<p><b>Expression (Products and/or Performance)</b></p>	
	<ul style="list-style-type: none"> <li>● <b>Audio:</b> Attached to Google Slides and in videos (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)</li> <li>● <b>Closed Captions:</b> Youtube and Discovery Teacher videos (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)</li> <li>● <b>Chromebooks:</b> access all content via Google Classroom (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)</li> <li>● <b>Google Apps:</b> ie: classroom, slides, forms, docs, sheets, etc. (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)</li> <li>● <b>Online language, research, and instructional tools</b> (Duolingo, Google Translate)</li> </ul>		<ul style="list-style-type: none"> <li>● Dramatic presentation</li> <li>● Written deliverables (ie: paragraph, letter, postcard, poem, rap and/or song lyrics,)</li> <li>● Oral presentations (skits/dialogues)</li> <li>● Peer conversations 1:1 and groups of three</li> <li>● Posters (paper or digital)</li> <li>● Reports (paper or digital)</li> <li>● Video presentations (individual, in pairs, small group)</li> </ul>	

	<ul style="list-style-type: none"> <li>● <b>Promethean Board</b> (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)</li> <li>● <b>Teacher generated resources</b> (Google Skits with audio) Skits #1-30, Chapter Dialogues #1-6</li> <li>● <b>TPT</b> (Teachers Pay Teachers) resources (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)</li> <li>● Various groupings</li> <li>● <b>Video:</b> <ul style="list-style-type: none"> <li>o Teacher generated (“Why” Spanish?, Greetings, Introductions, Goodbyes, Colors, Numbers, Likes/Dislikes, Food, Sports, Languages, Music)</li> <li>o Discovery Teacher (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo)</li> <li>o Youtube Videos/Playlists (Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)</li> </ul> </li> </ul>	
<p><b>Vocabulary</b>  <i>Highlight key vocabulary  (both Tier II and Tier III words)</i></p>	<p>Tier II: Compare/Contrast, Construct, Analyze, Synthesize etc.  Tier III: <a href="https://quizlet.com/451583281/la-familia-flash-cards/">https://quizlet.com/451583281/la-familia-flash-cards/</a> and  <a href="https://quizlet.com/314717330/physical-and-personal-description-spanish-flash-cards/">https://quizlet.com/314717330/physical-and-personal-description-spanish-flash-cards/</a></p>	
<p><b>Integration of Technology</b>  <a href="#">SAMR</a></p>	<p><b>Substitution:</b></p> <ul style="list-style-type: none"> <li>● Google Docs, Slides, Sheets, Forms, youtube videos, Duolingo, Colledgeboard, Quizlet, Kaizema, Google Translate, Vocaroo, Online Voice Recorder, Easybib, Citation Machine, Word Reference, Padlet</li> <li>● Teacher will:</li> </ul>	

- Present the similarities and difference between various holidays/events to students. Students will create a Google Drawing Venn Diagram to compare the these holidays/events based on the teacher's presentation.
- Share text using Google Docs. Students will make a copy and type the translation. Student will be allowed to use an online dictionary like Google Translate online to speed and streamline the process of translation.
- Students will:
  - Access photos online and insert them into the Google Doc instead of the English translation.
  - Put listening practice on Edmodo or Google Classroom for class to listen and answer questions. Students will type their answers in a Google Doc.
  - Take digital notes while watching presentations.
  - Take notes in their digital interactive notebook via Google Docs.
  - Use (teacher) Screencastify/Youtube to post a video/presentation depicting the teacher presenting key information about a country in the target language. Students will watch and take notes on their own.
  - Use [Collegeboard.org](http://Collegeboard.org) and other online resources to explore college choices rather than using paper resources.
  - Use Google Docs to ask and answer basic questions. If they do not know a word, they can use Google Translate or [wordreference.com](http://wordreference.com).
  - Use Google Docs to create an artifact, ie: study guide, vocabulary list, flashcards
  - Use Google Docs to type their essay describing the geography of their country. They will use [Easybib](http://Easybib) to or Citation Machine cite their sources.
  - Use Google Docs to write dialogue.
  - Use Google Sheets or Quizlet to create a vocabulary list with the definitions.
  - Use Google Slides to label a blank map of the target country.
  - Use internet databases and the research tool to gather information. They will use Google docs to write information found and [Easybib](http://Easybib) or Citation Machine to cite their sources.
  - Use internet databases to research the holiday. Students will keep their notes in a Google Doc and use Easybib or Citation Machine to cite their sources.
  - Use library databases to research an historical event in the target country. They will use [Easybib](http://Easybib) or Citation Machine to cite their sources.
  - Use [Vocaroo](http://Vocaroo) or Online Voice Recorder to record an assigned speaking prompt.
  - Work together to write a script and then record their speaking parts with the [Kaizena Add-On](http://Kaizena Add-On) or Online Voice Recorder.
  - Write their letter using Google Docs and share with a partner for peer review.



**Augmentation:**

- Individual and/or peer feedback via comments in Google Docs, Slides, Sheets, Forms, Google Classroom, Duolingo, Kaiezema, Online Voice Recorder, youtube videos, Duolingo, Collegeboard, Quizlet, Google Translate, Vocaroo, Online Voice Recorder, Easybib, Citation Machine, Word Reference, Padlet.
- Teacher will:
  - Listen to the student speaking parts and use [Kaiezema](#) to provide feedback.
- Students will:
  - Access photos online and insert them into the Google Doc instead of the English translation.
  - Add an image in a third column, next to each definition.
  - Add the Google Draw Venn Diagram to their digital Interactive Notebook Google Doc. Students will then include links to images and video that demonstrates the comparisons in the diagram.
  - After making corrections, students will use [Vocaroo.com](#), Online Voice Recorder, or Kaiezema to record their pen pal letter and self-assess their pronunciation.
  - Create a Google Map in which they label the key information of the target country.
  - Create a Google Presentation to display their information. Images and links to other sites should be included.
  - Listen to their own recording and write a one paragraph reflection on their speech. They will then listen to two other classmates and write another one page reflection.
  - Put listening practice on Edmodo, Online Voice Recorder, or Kaiezema for class to listen and answer questions. Students will leave a message with their answers.
  - Share their artifacts with two partners and a teacher. Students will provide comments on their partners' work and the student will make suggested changes.
  - Share their Docs with a partner for peer review. Students will use [wordreference.com](#) or Google Translate to make sure that the language choices are correct.
  - Share their translation with a partner to compare and figure out the correct translation.
  - Use Google Docs to collaborate with partner. Students will peer edit one another's work and use [www.wordreference.com](#) or Google Translate to look up words that are unfamiliar.
  - Use Google Draw and Google Docs to create a postcard for their holiday. They will fill out their postcard as if they were sending it after attending the holiday.
  - Use Google Draw or Slides to create a Venn diagram that compares/contrasts the two holidays.
  - Use Google Maps to add placemarkers to their sites, the text to each site, and photos.
  - Use Google Maps to create a map of their chosen country. They will drop pins on their map to explain the geography of their country and include images, text and hyperlinks.

**Modification:**

- Revise, edit based on previous collaboration, using Google Docs, Slides, Sheets, Forms, youtube videos, Duolingo, Screencastify, Youtube, Kaiezema, Collegeboard, Quizlet, Google Translate, Vocaroo, Online Voice Recorder, Easybib,

Citation Machine, Word Reference, Padlet, Flipidity.net, Mindmeister, and Lucid Chart.

- Teacher will:
  - Divide students into groups. Each group is responsible for researching either the various events or holidays from the United States and other Spanish speaking countries. The group will then develops a visual / presentation / document that explains their event/activity Each group will then partner with a group that researched a different event/activity. The two groups will collaborate on a Google Doc to compare and contrast the event/activity.
  - Give each student a section of the same class presentation. When they are finished with their map, they will include the link to their map on the Presentation. The final product will be one class presentation with the maps from all of the chosen countries.
  - Group students according to ability. Groups of students needing improvement on similar skills can work collaboratively to improve skill set.
  - Pair up and Share their presentation with their partner for feedback.
  - Using Google Docs, the teacher will write the beginning of a Chain Story and the students have to reply adding on to the story. The Revision History will be used to ensure that all students contributed.
  
- Students will:
  - Create a Google Presentation and add images in addition to text.
  - Make revisions and create an answer key. The study guides will then be shared with students in lower levels of the language.
  - Record their individual parts using [vocaroo](#) and post on Edmodo. They will listen to at least two others and provide feedback.
  - Share their information with three others. Students will then use the Comment Tool to ask questions about the information provided.
  - Share their research and Venn diagram with a partner to obtain feedback and make necessary revisions.
  - Share their worksheet with a partner to peer edit and combine into one worksheet.
  - Use [flipidity.net](#) to create flash cards. An image will be on one side with the key information on the other.
  - Use Google Docs to share a summary of their research with a partner. The two students will then use Google Draw to create a Venn Diagram comparing and contrasting their findings.
  - Use Google Maps to place markers depicting the locations that they will be visiting. Images, text and links to external websites should be included. The map will then be linked on the brochure.
  - Use Google Presentations to create a storyboard of their skit.
  - Use online databases to research a country that speaks the target language.
  - Use Online Voice Recorder or [Kaizena](#) to record themselves speaking each vocab word so that when you click on each word, it will play it out loud.
  - Use Screencastify to record their Pen Pal letter.

- o Using the Google Map they just made, students will create a tour that takes the viewer through each site that they marked in their map. Tours will be posted on Edmodo or Google Classroom.
- o Utilizing Edmodo small groups, three sets of pairs will be combined and tasked with created one final version of the translation.
- o Working in small groups become the tourism board for a city of their choice. Their task is to create a [brochure](#) or [infographic](#) that advertises their city’s holiday celebration or special event.

**Redefinition:**

- Google Docs, Slides, Sheets, Forms, youtube videos, Duolingo, Screencastify, Youtube, Kaizema, Piktochart
- Teacher will:
  - o Combine students pairs to create a group of four. Students will create a digital audio-video story where they will recreate and retell in the target language an original story or legend of their choice.
- Student will
  - o “Call” (for a final assessment) their teacher and give their oral assessment.
  - o Create a Google Presentation to present their information about their country. They will then upload it to Screencastify or Online Recorder to add narration and post their final product on Edmodo or other shared app (ie: Google Classroom, Google Groups, Microsoft Teams etc.).
  - o Create a presentation (continuing to work in groups of six) with accompanying images, diagrams and charts, using online resources, to illustrate the passage and summarize key points and unusual grammar or cultural references.
  - o Create one presentation (working with their partner) that discusses similarities, differences, and the relationships between the two countries.
  - o Multiple WL classes will complete the same project. When each class is done, the presentations will be posted in one Edmodo group. Students from all classes will then complete a map scavenger hunt.
  - o Periodically record themselves and keep all of the links in a Google Spreadsheet. This spreadsheet will become a yearlong progress portfolio. For each entry, the student will self-assess.
  - o Post class brochures on Edmodo or Google Classroom and the class will vote on their favorite. The top three brochures will be shared with lower levels and possibly even MS and ES teachers.
  - o Share their video letters with their counterpart school.
  - o Use a medium of their choice (after making revisions) to present their research to the class.
  - o Use Edmodo or Google Classroom to connect with a class that speaks the target language. Students will chat with their counterparts and explain to them the significance of the Super Bowl in America. In turn, students in the partner class will explain the significance of the World Cup.
  - o Use [flippity.net](#) or [Quizlet](#) to create their flashcards and quiz themselves.
  - o Use Google Draw to make a jigsaw puzzle of the target country.
  - o Use [Mindmeister](#), [LucidChart](#) or Google Draw to create a mind map that organizes the vocabulary into certain categories.

	<ul style="list-style-type: none"> <li>○ Use <a href="#">piktochart</a> to create an infographic depicting the details of both holidays. The infographics will then be shared with WL teachers at either the MS or ES level to share with their students.</li> <li>○ Use Screencastify to record a one minute video explaining how this activity helped them develop their language skills.</li> <li>○ View the tours of two other students and will use Google Docs and Google Draw to create a postcard. They will write the postcard as if they were actually visiting one of the locations on the tour.</li> <li>○ Working in small groups, students will become the tourism board for a city of their choice. Their task is to create a commercial that advertises their city’s holiday celebration. They can use <a href="#">WeVideo</a> or Screencastify to create a Google Presentation and upload it to <a href="#">MoveNote</a> or Youtube via Screencastify.</li> </ul>
<p><b>Interdisciplinary Connections</b>  <a href="#">NJ Student Learning Standards</a></p>	<p><b>English Language Arts:</b></p> <ul style="list-style-type: none"> <li>● RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>● RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</li> <li>● RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</li> <li>● RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</li> </ul> <p><b>Career Readiness, Life Literacies, and Key Skills</b></p> <ul style="list-style-type: none"> <li>● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.</li> <li>● 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.</li> <li>● 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process.</li> <li>● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.</li> <li>● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.</li> <li>● 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.</li> <li>● 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.</li> <li>● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.</li> <li>● 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance .</li> <li>● 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.</li> </ul>

	<ul style="list-style-type: none"> <li>● 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data</li> <li>● 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.</li> <li>● 9.4.5.TL.5: Collaborate digitally to produce an artifact.</li> </ul> <p><a href="https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf">https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf</a></p> <p><b>Computer Science and Design Thinking:</b></p> <ul style="list-style-type: none"> <li>● 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.</li> <li>● 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.</li> <li>● 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.</li> </ul> <p><a href="https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CSDT.pdf">https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CSDT.pdf</a></p> <p><b>Career Readiness:</b></p> <ul style="list-style-type: none"> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7. Employ valid and reliable research strategies.</li> <li>● CRP11. Use technology to enhance productivity.</li> <li>● CRP12. Work productively in teams while using cultural global competence.</li> </ul>					
<p><b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a></p>	<table border="1"> <thead> <tr> <th data-bbox="575 984 1234 1057">Themes</th> <th data-bbox="1234 984 1944 1057">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 1057 1234 1312">Global Awareness, Civic Literacy</td> <td data-bbox="1234 1057 1944 1312">Creativity, Critical Thinking, Collaboration, Communication, Media Literacy, Information Literacy, Information, Communication Technology Literacy, Productivity and Accountability, Leadership and Responsibility, Flexibility and Adaptability, Social and Cross Cultural Skills, Initiative and Self-Direction</td> </tr> </tbody> </table>		Themes	Skills	Global Awareness, Civic Literacy	Creativity, Critical Thinking, Collaboration, Communication, Media Literacy, Information Literacy, Information, Communication Technology Literacy, Productivity and Accountability, Leadership and Responsibility, Flexibility and Adaptability, Social and Cross Cultural Skills, Initiative and Self-Direction
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<b>Resources/Materials</b>	<p>Google classroom, docs, spreadsheets, forms, slides, meets, translate</p> <ul style="list-style-type: none"><li>● Teacher generated content (digital escape rooms, genius hour, socratic seminars, various lessons created with research and Google Tools)</li><li>● Discovery Teacher Culture videos (Day of the Dead, Las Posadas, La Comida de México, Cinco de Mayo)</li><li>● Teacher’s Pay Teachers Resources</li><li>● <u><a href="#">¡Ven Conmigo!</a></u> Holt Spanish Level 1 Copyright 1996</li><li>● Several Quizizz Lessons</li></ul>
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