

Spanish 6

Unit 1: [Home](#)

Stage 1: Desired Results

[Standards & Indicators:](#)

World Languages: All students 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.

Proficiency Level and Grade Level Performance Benchmark: [Novice-Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.](#)

Strand 1 Interpretive Mode

The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Content Statement

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Cultural:

- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture. Topics that assist in the development of this understanding should include, but are not limited to the following themes:
 - self
 - friends
 - family
 - pets
 - physical/personality descriptions
 - weather, school
 - likes/dislikes
 - pastimes.
- Learners recognize and identify a few typical practices of the target culture . Topics that assist in the development of this understanding should include, but are not limited to the following themes:
 - respect for different family members and other individuals in a society
 - similarities and differences of school routines and expectations
 - animals in the target culture(s) compared to those in the students’ own culture(s)
 - the effects of weather patterns in target language regions of the world and in the students’ own regions

Indicator # & Indicators

- **7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.**

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- **7.1.NM.IPRET.2:** Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- **7.1.NM.IPRET.3:** Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- **7.1.NM.IPRET.4:** Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- **7.1.NM.IPRET.5:** Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change

Strand 2 Interpersonal Mode

The mode of communication in which students engage, understand, and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Content Statement

Linguistic:

The Novice-Mid language learner understands and communicates to exchange information at the word level and can use memorized words and phrases independently to:

- Negotiate meaning between and among individuals
- Respond to learned questions.
- Ask memorized questions.
- Describe people, places, and things.

Cultural:

The Novice-Mid Cultural Content Statements remain the same for all the strands.

Indicator # & Indicators

- **7.1.NM.IPERS.1:** Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- **7.1.NM.IPERS.2:** Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- **7.1.NM.IPERS.3:** Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- **7.1.NM.IPERS.4:** Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- **7.1.NM.IPERS.5:** Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- **7.1.NM.IPERS.6:** Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences

Strand 3 Presentational Mode

The mode of communication in which students present, understand, and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

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Content Statement

Linguistic:

The Novice-Mid language learner presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics. The learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

Cultural:

The Novice-Mid Cultural Content Statements remain the same for all the strands.

Indicator # & Indicators

- **7.1.NM.PRSNT.1:** Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- **7.1.NM.PRSNT.2:** State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- **7.1.NM.PRSNT.3:** Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- **7.1.NM.PRSNT.4:** Copy/write words, phrases, or simple guided texts on familiar topics.
- **7.1.NM.PRSNT.5:** Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- **7.1.NM.PRSNT.6:** Name and label tangible cultural products associated with climate change in the target language regions of the world

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
Career Awareness and Planning	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices
Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).	With a growth mindset, failure is an important part of success.
Critical Thinking and Problem-solving	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

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Digital Citizenship	9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
Global and Cultural Awareness	9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.1H.IPERS.6, 7.1.1L.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
Information and Media Literacy	9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5) 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	In order for members of our society to participate productively, information needs to be shared accurately and ethically. Media have embedded values and points of view.
Technology Literacy	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
<u>Central Idea / Enduring Understanding:</u> Students use the target language in the three modes of communication to explore personal family and home and those of Spanish-speaking countries and cultures and examine what they share in common with families and home of the target culture. They understand that they can enhance their experiences and connections with others through language.		<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> • What is culture? • Why study another culture? • How does where I live shape who I am? • How are language and culture linked? • What can I learn about my own language and culture from the study of others? • How can I enhance my connections with people through language? • How does the study of another language and culture make the world smaller? • How can learning and using a language help me assimilate into a new culture?
<u>Content</u> <ul style="list-style-type: none"> • <i>Tener</i> expression • The verb <i>tener</i>=to have • Family members • Telling the names of other • Family tree • Rooms of the house • Furniture and appliances 		<u>Skills (Objectives):</u> In this unit we are learning to... <ul style="list-style-type: none"> • express how you feel and your basic needs using <i>tener</i> expressions • understand the forms and uses of <i>tener</i> to describe what you or others have. • understand the question <i>¿Qué tienes?</i>

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- Traditional Latino Family Units
- Dwellings in Spanish-speaking Countries
- Structures necessary to:
 - Express basic needs
 - Express what they and other have
 - Ask others what they have
 - Describe family and home
 - Ask others about their family
 - Ask and tell for the names of others
- Memorized and frequently practiced questions associated with basic needs and presenting others.
- Culturally appropriate expressions and gestures to greet and take leave within the family

- answer the question with the phrase *Tengo..*
- identify the members of the family.
- list the members of your family.
- create a family tree labeled in the target language.
- present the members of the family.
- ask for the names of others.
- identify the rooms of the house.
- identify basic furniture in each room.
- label rooms and furniture of a house.
- categorize the furniture by rooms.
- draw and label your *Casa ideal*.
- describe your *Casa Ideal* to the class using oral and written text.
- recognize descriptions of family members, home and furniture as found in culturally *authentic oral and written texts*.
- ask memorized questions related to personal needs, family, home, rooms of the house and furniture *using digital tools*.
- answer simple questions related to personal needs, family, home, rooms of the house and furniture *using digital tools*.
- understand the traditional unit of Latino families
- understand the various ways Latino family members greet and take leave.
- evaluate greetings and leave taking in the Latino family unit.
- compare Latino family structures and customs to the United States.
- understand the diversity of household dwellings in Spanish-speaking countries.
- express preferences about household dwellings
- share incite with a group or partner on cultural practices.
- identify culturally specific phrasing, gestures and courtesies within the Latino home.

Interpretive:

- interpret authentic written and video/audio texts such as blogs, online

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	<p>biographies, social network sites, stories, and short video clips that focus on identification of family members, rooms in the house and furniture.</p> <p>Interpersonal:</p> <ul style="list-style-type: none"> engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to family, family members, rooms of the house and furniture... <p>Presentation:</p> <ul style="list-style-type: none"> use lists, chunks of language, and memorized phrases to introduce family, describe family and ideal home, and talk about self while using culturally appropriate gestures and intonations.
<p>Interdisciplinary Connections:</p> <p>English</p> <ul style="list-style-type: none"> Identify cognates in a text and use them to infer the main idea. Read texts, summarize, and infer the meaning of vocabulary. Assign correct punctuation in a sentence. Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective agreement. Communicate in sentences. Expand vocabulary. Make introductions. Compare and contrast language. Discuss language use and dialects. Read and respond to different types of literature: ads, menus, brochures, dialogues, etc.. Ask and answer questions. Read, summarize, and discuss cultural articles and topics about Latino families and dwellings. <ul style="list-style-type: none"> Reading Comprehension <ul style="list-style-type: none"> Predict the meaning of words and phrases when used in a dialogue or article on familiar topics. Complete writing assignments based on chapter themes. <ul style="list-style-type: none"> Create informational presentations. Chapter Grammar/Vocabulary Topics <ul style="list-style-type: none"> Describe the physical condition of places and things. Describe how people feel. Recognize and use some common adjectives that describe conditions and emotions. Describe what someone has using the verb <i>to have</i>. Construct sentences distinguishing between variable and invariable qualities of people and things. <p>Math</p> <ul style="list-style-type: none"> Tell someone the date. Use cardinal numbers to tell quantity, price, age, day, and year. Represent quantities. Understand currency and currency exchange rate. <p>Art/Music</p>	

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	<ul style="list-style-type: none"> ○ Create and decorate a family tree. ○ Create and decorate an ideal house and furnishings.. ○
Science	<ul style="list-style-type: none"> ○ Describe architectural features of a dwelling. ○ Understand the role climate in home and city planning. ○ Describe how people feel. ○ Describe types of family units.
History	<ul style="list-style-type: none"> ○ Learn about Spanish speaking countries. <ul style="list-style-type: none"> ■ Recognize and identify the 21 Spanish-speaking countries. ○ Read and discuss current events. ○ Read, summarize, and discuss cultural articles and topics on Latino lifestyle, holidays, traditions, peoples, dwellings, families, and celebrations.

Stage 2: Assessment Evidence

Performance Task(s):

SUMMATIVE ASSESSMENTS

Listening Tasks

Learner respond to the teacher's oral message by

- identifying the written word or phrase on a worksheet or game.
- matching visual to oral output on a worksheet or game.
- listing words or chunk phrases heard in a sentence or message.
- stating true/false to match oral output in target language to visual.
- drawing the word or phrase.
- using rejoinders to match oral questions or phrases to its most logical response.

Reading Tasks

Small readings from authentic ads, products, signs, newspaper clippings, songs, poems, and social media.

Four paragraph reading generated by the teacher with thematic vocabulary and learned vocabulary and phrases.

- Fill-in-the-blanks sentences with word banks.
- True/False Questions
- Multiple Choice
- Cloze Sentences
- Direct questioning: Questions can be in the native language or the target language based on learners' level and ability. With direct questioning, answers must be answered in the language of the question.
- Writing Task. (See *Writing Tasks*.)

Writing Tasks (Go to *Rubrics* for Writing Rubrics.)

- Low: Guided with modeled sentences and learners individualize specific parts of speech.

Other Evidence:

FORMATIVE ASSESSMENTS

*For types of activities and exercises, go to *Summative Assessments*.

- Do-now's*
- Daily Warm-Ups*
- Summary Activities*
- Exit Tickets
- Homework*
- Observation
- Oral Evaluations (See *Authentic Communicative Assessment Rubric*.)
- Choral Repetition
- Worksheet Exercises. *
- Fly Swatter Game
- TILK (Think.Ink.Link.Talk.)
- TAD (Transition.Action.Details.)
- Kagan RallyCoach*
- Kagan RallyRobin
- Turn & Talk
- Write.Mix.Pair.Share
- Flashcards
- Bingo
- Quizlet Live
- Lotería
- Vocabulary Kahoot! Dice Game
- Conjugation Game
- Dice Game
- Student A/Student B Speaking Tasks*

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- Intermediate: Guided with cues in native language.
- High: Guided with cues or questions in target language.
- Advance: Oral, written or visual prompt. Learners independently write sentences to communicate a message or narrative.

Speaking Tasks: Partner Dialogues and Role-playing.(Go to *Rubrics* for Speaking Rubrics.)

- *Low-Advance: Student A/Student B.* Student A asks, Student B responds.
- Low: Guided and modeled in target language.
- Intermediate: Guided with cues or questions in native language.
- High: Guided with cues or direct questions in target language.
- Advance: Oral or written prompt only. Learners independently create exchanges in the target language to perform communicative objectives.

Projects

- Research a Spanish-speaking country, artist, celebrity, historical figure or Latino cultural products such as food, music, fashion, literature, dance, dwellings and art to create a presentation using digital tools.
- Create a menu, brochure, ad, trivia game, or social media profile using digital tools.
- Create a social media profile with personal information, interests and favorite activities using digital tools.
- Produce and/or perform cultural products.

Quizzes

Unit Tests

Stage 3: Learning Plan

Learning Opportunities/Strategies:

General Instructional Strategies for Communicative-based Language Classrooms

- Maximize the use of target language with most instructions, directions and explanations given in the target language if possible based on terms of relevance, learning styles and abilities.
- Repeat previously-learned material through activities, readings, songs and games.
- Establish a consistent routine and structure.
- Use repetitive language within your routine.

Resources:

- Teacher-generated activities,worksheets, and assessments
- Duolingo
- Quizlet
- Kahoot!
- Google Classroom
- Google Tools: Docs, Forms, Sheets, Meets, etc.
- Kagan Structures
- Internet

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- Use real objects, gestures, pictures, and other visuals to convey meaning.
- Focus on language that is concerned with functional situations and authentic utterances.
- Do not always insist on complete sentences, but mirror natural speech patterns.
- Adopt a conversational approach replicating “real” situations likely to occur.
- Teach vocabulary in context, including all kinds of idiomatic phrases.
- Use paired activities and small-group learning.
- Use cooperative learning tools that maximize student engagement.
- Use technology.
- Use a variety of print and nonprint materials.
- Strive to develop cultural awareness using authentic cultural realia as a springboard for communication in the language.
- Emphasize acceptable communication, rather than near-native pronunciation.
- Ensure a match between the learner and the language in terms of relevance and learning style.

World Language Methodologies

Total Physical Response or TPR: Developed by Dr. Jams J. Asheri, this methodology teaches language or vocabulary by utilizing physical movement to respond to verbal input. The process mimics the way infants acquire language naturally.

The Waldorf Foreign Language Approach: This methodology is based on the idea that developing the ability to communicate is the primary purpose of foreign language acquisition. In addition, the Waldorf Approach affirms that the study of world languages raises social consciousness and fosters an interest and respect for others. In essence, the study of a world language is a window into the soul of another culture. “Because the manner in which we think is expressed through the language that we speak, we nurture a cultural understanding of other peoples through acquiring their language”

The Communicative Approach: The core principles of the Communicative Approach are that learners learn through authentic communication experiences and meaningful communication should be the goal of the world language lesson. Communication involves diverse language skills and learning is a creative process that involves trial and error.

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The Grammar-Translation Method: A traditional method of teaching world languages, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language.

The Deductive Method: Grammatical rules are deduced by students. Students are given samples of language and must deduce the grammatical rules independently. In deductive teaching in world language, a word, phrase or sentences is presented as a problem, students analyze the information, formulate a rule, test the rule, and make a conclusion. The Deductive Method is preferred to the Grammar-Translation Method because students retain grammatical rules more efficiently, build analytical skills and are encouraged to become self-learners.

Cooperative Learning Strategies

Kagan Cooperative Learning: Kagan Structures are instructional strategies designed to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction.

Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> ■ allow for choice within assignments and projects. ■ use compacting. ■ allow students to make independent plans for independent learning. ■ provide mentoring or apprenticeship with professionals. ■ teach entrepreneurship. ■ use theory of multiple intelligences. ■ use tiered assignments which are more complex or abstract. ■ use Socratic questioning. ■ use critical and creative 	<p>While these students are on task, consider students' learning style to optimize learning.</p> <p>Linguistic Intelligence Students learn best by verbalizing, hearing, and seeing words.</p> <p><i>Strategies for using the oral or written word in your lesson plan:</i></p> <ul style="list-style-type: none"> ■ Creative writing ■ Formal speech ■ Humor or telling jokes ■ Impromptu speaking ■ Journal or diary keeping ■ Oral debate ■ Poetry ■ Storytelling 	<p>To ensure success with speaking...</p> <ul style="list-style-type: none"> ■ give sentence starters. ■ use graphic organizers to organize ideas and relationships. ■ use visuals. ■ allow extra response time for processing. ■ use cues and prompts to help the student know when to speak. ■ use partners. ■ phrase questions with choices embedded in them. ■ use choral reading or speaking. ■ use rhythm or music. ■ allow practice opportunities for speaking. ■ practice role-playing activities. <p>To ensure success with assessment...</p> <ul style="list-style-type: none"> ■ use a variety of authentic assessments. ■ establish criteria and expectations prior to instruction. 	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing.</p> <p>To ensure success with visually-impaired learners...</p>

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<p>questioning strategies.</p> <ul style="list-style-type: none"> ■ use open-ended questioning strategies. ■ use interdisciplinary units. ■ allow in-depth enrichment learning. ■ allow time with like-intellectual peers. ■ use accelerated pace of instruction. ■ allow dual enrollment or early admission opportunities. ■ remove time and space restrictions to allow for a long-term integrated plan of study. ■ provide more difficult or abstract resources. ■ allow for concrete or real-life investigations and explorations. ■ teach coping skills. ■ allow students to suggest modifications in the content of their learning, the process which they use to learn, and the product they produce to show their learning. ■ clearly communicate criteria and parameters to avoid students taking unacceptable risks or creative detours 	<ul style="list-style-type: none"> ■ Words—used in reading, writing, speaking. <p>Logical Mathematical Intelligence Students learn best by conceptualizing it, quantifying it, and thinking critically about it.</p> <p><i>Strategies for utilizing numbers, calculations, logic, classifications, or critical thinking skills in your lesson plan:</i></p> <ul style="list-style-type: none"> ■ Abstract symbols, formulas ■ Calculation ■ Counting ■ Deciphering codes ■ Finding patterns ■ Forcing relationships ■ Graphic organizers ■ Number sequences ■ Outlining ■ Problem solving ■ Syllogisms <p>Spatial Intelligence Students learn best by drawing it, sketching it and visualizing it.</p> <p><i>Strategies for incorporating visual aids, visualization, color, art, or metaphor in your lesson plan:</i></p> <ul style="list-style-type: none"> ■ Active imagination ■ Color schemes ■ Designs and patterns ■ Drawing guided imagery ■ Mind mapping ■ Painting pictures ■ Pretending ■ Sculpture/ models 	<ul style="list-style-type: none"> ■ teach test-taking strategies. ■ teach the format of an upcoming test. ■ allow adequate time for test taking. ■ allow paper-and-pencil tests to be taken in a different space. ■ allow a variety of ways to respond, e.g., orally, pictorially, tape recordings. ■ give choices. ■ assess learning continuously over time, not just at the end of a unit of study. ■ use rubrics. ■ use self-assessment tools <p>To ensure success when working in groups...</p> <ul style="list-style-type: none"> ■ teach group rules and expectations. ■ teach skills of independence; e.g., bridging phrases, disagreeing agreeably, voice level. ■ teach manageable strategies for moving in and out of groups within the classroom setting. ■ post rules and expectations. ■ give adequate time but not “fooling around” time. ■ be in close proximity to groups as they work. ■ teach students to self-monitor group progress. ■ assign student roles or responsibilities in the group. ■ teach a signal for getting attention of all groups. ■ practice and assess students’ behaviors in small-group settings. ■ use cooperative learning strategies. ■ use a wide variety of groupings; e.g., flexible, cluster, skill. <p>To ensure success with reading...</p> <ul style="list-style-type: none"> ■ use pre-reading and post-reading activities to pre-teach or reinforce main ideas. ■ use before, during, and after reading strategies; 	<ul style="list-style-type: none"> ■ describe what you are doing. ■ provide preferential seating. ■ provide material in large or braille print. ■ give student an individual copy of visual information presented to the group ■ use black-and-white printed handouts. ■ use audiotaped books. ■ use tactual materials to represent concepts—contact a vision consultant to assist with the design. ■ be aware of lighting requirements. ■ stand away from window glare when talking to the student. ■ allow extra time to complete a task. <p>To ensure success with hearing-impaired learners...</p> <ul style="list-style-type: none"> ■ provide preferential seating. ■ use visual cues (overheads, drawings maps, demonstrations, visual samples of new vocabulary). ■ face student directly when speaking. ■ emphasize key points; don’t overload with information.
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	<p>Bodily-Kinesthetic Intelligence Students learn best by dancing it, building a model of it, doing a hands-on activity related to it.</p> <p><i>Strategies for involving the whole body or use hands-on experience in your lesson plan:</i></p> <ul style="list-style-type: none"> ■ Body language ■ Dancing—folk or creative ■ Drama/ acting ■ Inventing ■ Martial arts ■ Mime ■ Physical gestures ■ Physical exercises ■ Playing sports and games ■ Role-playing <p>Musical Intelligence Students learn best by singing it, chanting it, finding music that illustrates it, putting on background music while learning it.</p> <p><i>Strategies for incorporating music or environmental sounds, or set key points in a rhythmic or melodic framework in your lesson plan:</i></p> <ul style="list-style-type: none"> ■ Creating music ■ Environment sounds ■ Humming ■ Listening to music ■ Music performance ■ Music composition creation ■ Percussion vibrations 	<p>e.g., before—preview questions; during—pausing to reflect; after—self-evaluation, summary.</p> <ul style="list-style-type: none"> ■ provide advanced organizers when showing videos. ■ use peer tutoring. ■ provide audiotaped materials (text or study guides). ■ teach self-questioning. ■ paraphrase key points and/ or have students paraphrase key points. ■ summarize key points and/ or have students summarize key points. ■ label main ideas. ■ label 5Ws—Who? What? When? Where? Why? ■ allow highlighting of texts, passages, key words, or concepts. ■ use visual imagery. ■ explain idioms that appear in reading passages. ■ allow silent pre-reading. ■ allow partner reading. ■ use computer programs or games. ■ allow students to quietly read aloud (subvocalization). ■ use graphic organizers. ■ use preparatory set, i.e., talk through what a reading passage is about using new vocabulary and concepts. <p>To ensure success with writing...</p> <ul style="list-style-type: none"> ■ shorten writing assignments. ■ require lists instead of sentences. ■ dictate ideas to peers. ■ provide note takers. ■ allow students to use a tape recorder to dictate writing. ■ allow visual representation of ideas. ■ provide a fill-in-the-blank form for note taking. ■ allow students to use a computer for outlining, word processing, spelling, and grammar check. ■ provide a structure for the 	<ul style="list-style-type: none"> ■ repeat or rephrase what other students say—hearing what other students say is often difficult for hearing-impaired students. ■ highlight text and study guides. ■ provide note-taking assistance during lectures to allow hearing-impaired student to concentrate on the teacher. ■ use peer tutoring. ■ use study sheets to organize information. ■ pre-teach vocabulary. ■ use captioned videos, films, etc. ■ show videos or visuals before presenting information to provide a knowledge base for students. ■ use alternative testing methods. ■ minimize background noise. ■ simplify vocabulary. ■ use preprinted outline of materials. <p>To ensure success with retaining and retrieving information...</p> <ul style="list-style-type: none"> ■ use multi-modalities (visual, auditory, tactile) to teach the same concept. ■ teach vocabulary in context. ■ use cues, prompts.
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	<ul style="list-style-type: none"> ■ Rhythmic patterns ■ Singing ■ Tonal patterns ■ Vocal sounds and tones <p>Interpersonal Intelligence Students learn best by working on it with another person or group of people.</p> <p><i>Strategies for engaging students in peer-sharing, cooperative learning, or large group simulation in your lesson plan:</i></p> <ul style="list-style-type: none"> ■ Collaboration skills ■ Cooperating ■ Cooperative learning ■ Empathy practices ■ Giving Feedback ■ Group projects ■ Intuiting others' feelings ■ Listening ■ Person-to-person communication ■ Receiving feedback ■ Sensing others' motives ■ Talking to others ■ Teamwork/ division of labor <p>Intrapersonal Intelligence Students learn best by relating it to a personal feeling or inner experience.</p> <p><i>Strategies for evoking personal feelings or memories, or give students choices in your lesson plan:</i></p> <ul style="list-style-type: none"> ■ Being alone 	<p>writing.</p> <ul style="list-style-type: none"> ■ allow collaborative writing. ■ provide a model of the writing. ■ allow use of different writing utensils and paper. ■ use a flow chart for writing ideas before the student writes. ■ brainstorm a word bank of possible words that would be needed prior to the writing activity. ■ narrow the choice of topics ■ grade on the basis of content; do not penalize for errors in mechanics and grammar. ■ allow choices of manuscript, cursive, keyboarding. ■ allow different positions of writing paper and/ or surfaces 	<ul style="list-style-type: none"> ■ use graphic organizers. ■ use frequent repetition of key points. ■ break down instructional units into smaller steps. ■ show relationships among concepts through graphs, outlines, and webbing. ■ use color coding to show concepts and relationships. ■ use peer tutors. ■ highlight important information. ■ teach mnemonics as a memory tool. ■ teach visual imagery. ■ use rhythm, music, and movement. ■ use lists ■ use matrix to organize information; allow students to construct some of their own. ■ use pictographs <p>To ensure success with understanding new concepts...</p> <ul style="list-style-type: none"> ■ pre-teach new concepts. ■ identify priority learning from less important material. ■ provide adequate time. ■ provide meaningful practice, review, repetition ■ use flow charts. ■ connect previous learning to new information. ■ use multiple means of learning,
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	<ul style="list-style-type: none"> ■ Complex guided imagery ■ “Centering” practices ■ Emotional processing ■ Focusing/ concentration skills ■ Higher-order reasoning ■ “Know thyself” practices ■ Metacognition techniques ■ Mindfulness practices ■ Silent reflection methods ■ Telling about feelings ■ Telling about thinking ■ Thinking strategies <p>Naturalist-Physical World Intelligence Students learn best by observing it, classifying it, appreciating it.</p> <p><i>Strategies for relating the student’s learning to the physical world in your lesson plan:</i></p> <ul style="list-style-type: none"> ■ Discovering, uncovering ■ Observing, watching ■ Forecasting, predicting ■ Planting ■ Comparing ■ Displaying ■ Sorting and classifying ■ Photographing ■ Building environments 		<p>the same material (visual, auditory, tactile).</p> <ul style="list-style-type: none"> ■ have student set personal goals. ■ use peer tutors. ■ use multiple intelligences information to deliver material in a variety of ways. ■ use cooperative learning and small groups. ■ provide cues. <p>To ensure success with attention deficit learners...</p> <ul style="list-style-type: none"> ■ surround students with peers who are good role models. Encourage peer tutoring and cooperative, collaborative learning. ■ maintain eye contact with students during verbal instruction. ■ make directions clear and concise. Be consistent with daily instructions. ■ simplify complex directions. Avoid multiple commands. ■ make sure that students comprehend before beginning the task. ■ repeat in a calm, positive manner, if needed. ■ help students to feel more comfortable seeking assistance. (Most ADD students won’t ask for help.) ■ assign only one task at a time.
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			<ul style="list-style-type: none">■ monitor frequently. Use a supportive attitude.■ modify assignments as needed. Special education personnel can identify specific strengths and weaknesses of students.■ make sure you test knowledge and not attention span.■ give extra time for certain tasks. Students with ADD may work more slowly. Don't penalize for needed extra time.■ require a daily assignment notebook if necessary. Make sure students write down all assignments each day. Parents and teachers may sign the notebook on a daily basis and use this as an additional form of communication with one another.
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Source: NJ WL Curriculum Framework: Appendix D: [Strategies for Diverse Learners](#)

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Rubrics

Authentic Communicative Assessment Rubric Example¹

Communicative Objective	Does not meet expectations	Meet expectations	Exceeds expectation
Learner exchanges greetings.		Learner understands and appropriately uses <i>hola</i> and <i>adios</i> .	<i>Learner greets me outside of the classroom setting.</i>
Learner tell what their name is.		<p>X Learner understands the question, "¿Cómo te llamas?"</p> <p>X Learner answers the questions using the phrase, "Me llamo..."</p>	
Learner tells how they are feeling.	<i>Learner responds in English.</i>	<p>Learner understands the question, "¿Cómo estás?"</p> <p>Learner answers the questions by using the phrase or word that expresses how they are feeling.</p>	
Learner tells where they are from.	<i>No utterance.</i>	<p>Learner understands the question, "¿De dónde eres?"</p> <p>Learner answers the questions by a place of origin.</p>	

¹ Sonrisas Spanish School: A Preschool and Elementary Spanish Curriculum. Level 1. Blue and Brooks Lindner. www.sonrisasspanishschool.com

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Communicative Writing Task Rubric for Sentence Skills 1

	Sentence is communicative. Perfect or one error.	Sentence is communicative but has multiple errors in spelling, target languages' rules of grammar, and punctuation.	Sentence is barely communicative but could be understood by a native speaker. Has basic and simplified structure such as a subject and unconjugated verb.	Sentence has no verb or phrases to convey thought and intention. Sentence is not communicative. No sentence was written.
Score	3	2	1	0
Sentence 1				
Sentence 2				
Sentence ...				
Totals				
Grade = Total Score ÷ (3 X # of Sentences)				

Communicative Writing Task Rubric for Sentence Skills 2

	Sentence is communicative.	Sentences uses target language's grammatical rules and structures.	Sentence has less than two errors.
Score	0-1	0-1	1-0
Sentence 1			
Sentence 2			
Sentence...			
Totals			
Grade = Total Score ÷ (3 X # of Sentences)			

Communicative Speaking Task Rubric

Proficient Student made no errors to minor errors of fluency or pronunciation.	Communicative Student had some errors but would be understood perfectly by a native speaker of Spanish.	Non-Communicative Student did not make an utterance or utterance would not be understood by a native speaker of Spanish.
2	1	0

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Unit 2: Restaurant

Stage 1: Desired Results

Standards & Indicators:

World Languages: All students 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.

Proficiency Level and Grade Level Performance Benchmark: **Novice-Mid:** Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.

Strand 1 Interpretive Mode

The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Content Statement

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Cultural:

- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture. Topics that assist in the development of this understanding should include, but are not limited to the following themes:
 - self
 - friends
 - family
 - pets
 - physical/personality descriptions
 - weather, school
 - likes/dislikes
 - pastimes.
- Learners recognize and identify a few typical practices of the target culture . Topics that assist in the development of this understanding should include, but are not limited to the following themes:
 - respect for different family members and other individuals in a society
 - similarities and differences of school routines and expectations
 - animals in the target culture(s) compared to those in the students’ own culture(s)
 - the effects of weather patterns in target language regions of the world and in the students’ own regions

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Indicator # & Indicators

- **7.1.NM.IPRET.1:** Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- **7.1.NM.IPRET.2:** Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- **7.1.NM.IPRET.3:** Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- **7.1.NM.IPRET.4:** Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- **7.1.NM.IPRET.5:** Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change

Strand 2 Interpersonal Mode

The mode of communication in which students engage, understand, and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Content Statement

Linguistic:

The Novice-Mid language learner understands and communicates to exchange information at the word level and can use memorized words and phrases independently to:

- Negotiate meaning between and among individuals
- Respond to learned questions.
- Ask memorized questions.
- Describe people, places, and things.

Cultural:

The Novice-Mid Cultural Content Statements remain the same for all the strands.

Indicator # & Indicators

- **7.1.NM.IPERS.1:** Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- **7.1.NM.IPERS.2:** Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- **7.1.NM.IPERS.3:** Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- **7.1.NM.IPERS.4:** Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- **7.1.NM.IPERS.5:** Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- **7.1.NM.IPERS.6:** Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences

Strand 3 Presentational Mode

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The mode of communication in which students present, understand, and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Content Statement

Linguistic:

The Novice-Mid language learner presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics. The learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

Cultural:

The Novice-Mid Cultural Content Statements remain the same for all the strands.

Indicator # & Indicators

- **7.1.NM.PRSNT.1:** Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- **7.1.NM.PRSNT.2:** State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- **7.1.NM.PRSNT.3:** Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- **7.1.NM.PRSNT.4:** Copy/write words, phrases, or simple guided texts on familiar topics.
- **7.1.NM.PRSNT.5:** Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- **7.1.NM.PRSNT.6:** Name and label tangible cultural products associated with climate change in the target language regions of the world

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
Career Awareness and Planning	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices
Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).	With a growth mindset, failure is an important part of success.
Critical Thinking and Problem-solving	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

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	9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes	
Digital Citizenship	9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
Global and Cultural Awareness	9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
Information and Media Literacy	9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5) 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.R6, 7.1.AL.IPRET.6).	In order for members of our society to participate productively, information needs to be shared accurately and ethically. Media have embedded values and points of view.
Technology Literacy	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
<u>Central Idea / Enduring Understanding:</u> Students use the target language in the three modes of communication to explore communities in the target language with a focus on conversations centered around food and restaurant vocabulary. They understand that the study of another language enriches their experiences and prepares them to be global citizens. Learning other languages enhances recreational, educational and occupational opportunities.		<u>Essential/Guiding Questions:</u> <ul style="list-style-type: none"> • In what ways does the study of a world language provide advantages or open doors? • How does knowing another language make a difference in the way we connect with others? • What do you need to be considered a global citizen?
<u>Content:</u> <ul style="list-style-type: none"> • Breakfast Food • Meals of the Day • Spanish Lifestyle The Meals of the Day • Lunch and Snack Food • Restaurant Skit-Ordering lunch • Dinner & Snacks 		<u>Skills (Objectives):</u> In this unit we are learning to... <ul style="list-style-type: none"> • categorize foods into the meals of the day. • identify breakfast and lunch foods.

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- Courtesies
- Greetings and taking leave
- Table vocabulary
- Expressing Needs & Requests
- Condiments
- Expressing likes and dislikes
- Describing food
- Menu Project
- Latino Holidays

Structures necessary to

- express wants formally and informally
- specify order with prepositions
- specify type of food
- express needs
- express likes and dislikes
- express opinions
- request the passing an object

Memorized and frequently practiced questions associated with food, meals of the day, restaurant vocabulary, courtesies, table vocabulary, needs, wants, preferences and opinions .

Culturally appropriate expressions and gestures to greet and take leave and express courtesies and polite speech in a restaurant setting.

- describe what you eat for breakfast and lunch.
- comprehend the question *¿Qué comes para* (meal of the day)?
- answer the question with the phrase *Como....* (list foods).
- explore Spanish lifestyle through the meals of the day
- evaluate Spanish lifestyle
- share incites on Spanish lifestyle with class
- express preference to Spanish lifestyle over your own daily life
- identify lunch and snack food.
- describe what you eat for lunch.
- comprehend the question *¿Qué quieres?*
- answer the question with the phrase *Quiero....* (list foods).
- enact a scene in a restaurant in which you order. lunch from a menu.
- identify dinner and dessert foods.
- describe what you eat for dinner.
- comprehend the question *¿Cómo le puedo servir?*
- answer the question with the phrase *Me gustaria....* (list foods).
- conclude an order.
- ask for the check
- enhance and specify order using prepositions
- enact a scene in a restaurant in which you order a complete dinner from a menu.
- identify typical objects on a table.
- comprehend the question *¿Qué necesita?*
- express need with the phrase *Necesito...*
- perform a skit in which you express what you need at the table.
- ask for food to be passed at the table with the expression *Pásame.*
- express likes and dislikes using *Me gusta* and *No me gusta*
- politely ask someone if they like something using *¿Le gusta?*

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	<ul style="list-style-type: none"> ● Answer the question <i>¿Le gusta?</i> with <i>Me gusta</i> and <i>No me gusta</i>. ● answer the question <i>¿Todo bien?</i> by describing your food. ● role-play a conversation expressing displeasure with your food. ● explain why you are pleased or displeased with your food. ● create and decorate a menu using digital tools. ● understand the meaning and history of an upcoming Latino holiday. ● celebrate a Latino holiday with, authentic food, dance and/or song. ● produce a cultural artifact centered around the holiday. ● prepare and present an authentic dish for the class ● recognize descriptions of food, meals of the day, table vocabulary, restaurant vocabulary, needs, wants, preferences and opinions as found in culturally <i>authentic oral and written texts</i>. ● ask memorized questions related to ordering food, meals of the day, table vocabulary, restaurant vocabulary, needs, wants, preferences and opinions <i>using digital tools</i>. ● answer simple questions related to ordering food, meals of the day, table vocabulary, restaurant vocabulary, needs, wants, preferences and opinions <i>using digital tools</i>. <p><u>Interpretive:</u></p> <ul style="list-style-type: none"> ● interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories, and short video clips that focus on food and restaurant products. <p><u>Interpersonal:</u></p> <ul style="list-style-type: none"> ● engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to ordering food, expressing preferences, likes and
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	<p>dislikes, make requests, and restaurant navigation.</p> <p><u>Presentation:</u></p> <ul style="list-style-type: none"> ● use lists, chunks of language, and memorized phrases to order food, create a menu, express preferences, make requests and navigate the basic routines of eating out while using culturally appropriate gestures and intonations.
<p><u>Interdisciplinary Connections:</u></p> <p>English</p> <ul style="list-style-type: none"> ■ Identify cognates in a text and use them to infer the main idea. ■ Read texts, summarize, and infer the meaning of vocabulary. ■ Assign correct punctuation in a sentence. ■ Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective agreement. ■ Communicate in sentences. ■ Expand vocabulary. ■ Make Introductions. ■ Compare and contrast language. ■ Discussing language use and modes of communication. ■ Read and respond to different types of literature: ads, menus, brochures, dialogues, etc.. ■ Ask and answer questions. ■ Understand and express opinions. ■ Read, summarize, and discuss cultural articles and topics. ○ Reading Comprehension <ul style="list-style-type: none"> ■ Predict the meaning of words and phrases when used in a dialogue or article on familiar topics. ○ Complete writing assignments based on chapter themes. <ul style="list-style-type: none"> ■ Create informational presentations. ○ Chapter Grammar/Vocabulary Topics <ul style="list-style-type: none"> ■ Describe the physical condition of places and things. ■ Recognize and use some common adjectives and adverbs that describe food, meals and opinions. ■ Construct sentences distinguishing between variable and invariable qualities of people and things. <p>Math</p> <ul style="list-style-type: none"> ○ Use cardinal numbers to tell quantity, price, age, day, and year. ○ Represent quantities. ○ Understand currency and currency exchange rate. <p>Art/Music</p> <ul style="list-style-type: none"> ○ Create and decorate a menu. <p>Science</p> <ul style="list-style-type: none"> ○ Use a recipe to create a dish. ○ Categorize food. ○ Describe foods. <p>History</p> <ul style="list-style-type: none"> ○ Learn about Spanish speaking countries. 	

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- Recognize and identify the 21 Spanish-speaking countries.
- Read and discuss current events.
- Read, summarize, and discuss cultural articles and topics on Spanish lifestyle, holidays, traditions, foods, peoples, and celebrations.

Stage 2: Assessment Evidence

Performance Task(s):

SUMMATIVE ASSESSMENTS

Listening Tasks

Learner respond to the teacher's oral message by

- identifying the written word or phrase on a worksheet or game.
- matching visual to oral output on a worksheet or game.
- listing words or chunk phrases heard in a sentence or message.
- stating true/false to match oral output in target language to visual.
- drawing the word or phrase.
- using rejoinders to match oral questions or phrases to its most logical response.

Reading Tasks

Small readings from authentic ads, products, signs, newspaper clippings, songs, poems, and social media.

Four paragraph reading generated by the teacher with thematic vocabulary and learned vocabulary and phrases.

- Fill-in-the-blanks sentences with word banks.
- True/False Questions
- Multiple Choice
- Cloze Sentences
- Direct questioning: Questions can be in the native language or the target language based on learners' level and ability. With direct questioning, answers must be answered in the language of the question.
- Writing Task. (See *Writing Tasks*.)

Writing Tasks (Go to *Rubrics* for Writing Rubrics.)

- Low: Guided with modeled sentences and learners individualize specific parts of speech.
- Intermediate: Guided with cues in native language.
- High: Guided with cues or questions in target language.
- Advance: Oral, written or visual prompt. Learners independently write sentences to communicate a message or narrative.

Speaking Tasks: Partner Dialogues and Role-playing.(Go to *Rubrics* for Speaking Rubrics.)

Other Evidence:

FORMATIVE ASSESSMENTS

*For types of activities and exercises, go to *Summative Assessments*.

- Do-now's*
- Daily Warm-Ups*
- Summary Activities*
- Exit Tickets
- Homework*
- Observation
- Oral Evaluations (See *Authentic Communicative Assessment Rubric*.)
- Choral Repetition
- Worksheet Exercises. *
- Fly Swatter Game
- TILK (Think.Ink.Link.Talk.)
- TAD (Transition.Action.Details.)
- Kagan RallyCoach*
- Kagan RallyRobin
- Turn & Talk
- Write.Mix.Pair.Share
- Flashcards
- Bingo
- Quizlet Live
- Lotería
- Vocabulary Kahoot! Dice Game
- Conjugation Game
- Dice Game
- Student A/Student B Speaking Tasks*

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- *Low-Advance: Student A/Student B.* Student A asks, Student B responds.
- Low: Guided and modeled in target language.
- Intermediate: Guided with cues or questions in native language.
- High: Guided with cues or direct questions in target language.
- Advance: Oral or written prompt only. Learners independently create exchanges in the target language to perform communicative objectives.

Projects

- Research a Spanish-speaking country, artist, celebrity, historical figure or Latino cultural products such as food, music, fashion, literature, dance, dwellings and art to create a presentation using digital tools.
- Create a menu, brochure, ad, trivia game, or social media profile using digital tools.
- Create a social media profile with personal information, interests and favorite activities using digital tools.
- Produce and/or perform cultural products.

Quizzes

Unit Tests

Stage 3: Learning Plan

Learning Opportunities/Strategies:

General Instructional Strategies for Communicative-based Language Classrooms

- Maximize the use of target language with most instructions, directions and explanations given in the target language if possible based on terms of relevance, learning styles and abilities.
- Repeat previously-learned material through activities, readings, songs and games.
- Establish a consistent routine and structure.
- Use repetitive language within your routine.
- Use real objects, gestures, pictures, and other visuals to convey meaning.
- Focus on language that is concerned with functional situations and authentic utterances.
- Do not always insist on complete sentences, but mirror natural speech patterns.
- Adopt a conversational approach replicating “real” situations likely to occur.
- Teach vocabulary in context, including all kinds of idiomatic phrases.

Resources:

- Teacher-generated activities, worksheets, and assessments
- Duolingo
- Quizlet
- Kahoot!
- Google Classroom
- Google Tools: Docs, Forms, Sheets, Meets, etc.
- Kagan Structures
- Internet

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- Use paired activities and small-group learning.
- Use cooperative learning tools that maximize student engagement.
- Use technology.
- Use a variety of print and nonprint materials.
- Strive to develop cultural awareness using authentic cultural realia as a springboard for communication in the language.
- Emphasize acceptable communication, rather than near-native pronunciation.
- Ensure a match between the learner and the language in terms of relevance and learning style.

World Language Methodologies

Total Physical Response or TPR: Developed by Dr. Jams J. Asheri, this methodology teaches language or vocabulary by utilizing physical movement to respond to verbal input. The process mimics the way infants acquire language naturally.

The Waldorf Foreign Language Approach: This methodology is based on the idea that developing the ability to communicate is the primary purpose of foreign language acquisition. In addition, the Waldorf Approach affirms that the study of world languages raises social consciousness and fosters an interest and respect for others. In essence, the study of a world language is a window into the soul of another culture. "Because the manner in which we think is expressed through the language that we speak, we nurture a cultural understanding of other peoples through acquiring their language"

The Communicative Approach: The core principles of the Communicative Approach are that learners learn through authentic communication experiences and meaningful communication should be the goal of the world language lesson. Communication involves diverse language skills and learning is a creative process that involves trial and error.

The Grammar-Translation Method: A traditional method of teaching world languages, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language.

The Deductive Method: Grammatical rules are deduced by students. Students are given samples of language and must deduce the grammatical rules independently. In deductive teaching in world language, a word, phrase or sentences is presented as a problem, students analyze the information, formulate a rule, test the rule, and

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make a conclusion. The Deductive Method is preferred to the Grammar-Translation Method because students retain grammatical rules more efficiently, build analytical skills and are encouraged to become self-learners.

Cooperative Learning Strategies

Kagan Cooperative Learning: Kagan Structures are instructional strategies designed to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction.

Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> ■ allow for choice within assignments and projects. ■ use compacting. ■ allow students to make independent plans for independent learning. ■ provide mentoring or apprenticeship with professionals. ■ teach entrepreneurship. ■ use theory of multiple intelligences. ■ use tiered assignments which are more complex or abstract. ■ use Socratic questioning. ■ use critical and creative questioning strategies. ■ use open-ended questioning strategies. ■ use interdisciplinary units. ■ allow in-depth enrichment learning. ■ allow time with like-intellectual 	<p>While these students are on task, consider students' learning style to optimize learning.</p> <p>Linguistic Intelligence Students learn best by verbalizing, hearing, and seeing words.</p> <p><i>Strategies for using the oral or written word in your lesson plan:</i></p> <ul style="list-style-type: none"> ■ Creative writing ■ Formal speech ■ Humor or telling jokes ■ Impromptu speaking ■ Journal or diary keeping ■ Oral debate ■ Poetry ■ Storytelling ■ Words—used in reading, writing, speaking. <p>Logical Mathematical Intelligence Students learn best by conceptualizing it, quantifying it, and thinking critically about it.</p> <p><i>Strategies for utilizing numbers, calculations, logic, classifications, or</i></p>	<p>To ensure success <i>with speaking...</i></p> <ul style="list-style-type: none"> ■ give sentence starters. ■ use graphic organizers to organize ideas and relationships. ■ use visuals. ■ allow extra response time for processing. ■ use cues and prompts to help the student know when to speak. ■ use partners. ■ phrase questions with choices embedded in them. ■ use choral reading or speaking. ■ use rhythm or music. ■ allow practice opportunities for speaking. ■ practice role-playing activities. <p>To ensure success <i>with assessment...</i></p> <ul style="list-style-type: none"> ■ use a variety of authentic assessments. ■ establish criteria and expectations prior to instruction. ■ teach test-taking strategies. ■ teach the format of an upcoming test. ■ allow adequate time for test taking. ■ allow paper-and-pencil tests to be taken in a different space. ■ allow a variety of ways to respond, e.g., orally, pictorially, tape recordings. ■ give choices. ■ assess learning continuously over time, not just at the 	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing.</p> <p>To ensure success <i>with visually-impaired learners...</i></p> <ul style="list-style-type: none"> ■ describe what you are doing. ■ provide preferential seating. ■ provide material in large or braille print. ■ give student an individual copy of visual information presented to the group ■ use black-and-white printed

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<p>peers.</p> <ul style="list-style-type: none"> ■ use accelerated pace of instruction. ■ allow dual enrollment or early admission opportunities. ■ remove time and space restrictions to allow for a long-term integrated plan of study. ■ provide more difficult or abstract resources. ■ allow for concrete or real-life investigations and explorations. ■ teach coping skills. ■ allow students to suggest modifications in the content of their learning, the process which they use to learn, and the product they produce to show their learning. ■ clearly communicate criteria and parameters to avoid students taking unacceptable risks or creative detours 	<p><i>critical thinking skills in your lesson plan:</i></p> <ul style="list-style-type: none"> ■ Abstract symbols, formulas ■ Calculation ■ Counting ■ Deciphering codes ■ Finding patterns ■ Forcing relationships ■ Graphic organizers ■ Number sequences ■ Outlining ■ Problem solving ■ Syllogisms <p>Spatial Intelligence Students learn best by drawing it, sketching it and visualizing it.</p> <p><i>Strategies for incorporating visual aids, visualization, color, art, or metaphor in your lesson plan:</i></p> <ul style="list-style-type: none"> ■ Active imagination ■ Color schemes ■ Designs and patterns ■ Drawing guided imagery ■ Mind mapping ■ Painting pictures ■ Pretending ■ Sculpture/ models <p>Bodily-Kinesthetic Intelligence Students learn best by dancing it, building a model of it, doing a hands-on activity related to it.</p> <p><i>Strategies for involving the whole body or use hands-on experience in your lesson plan:</i></p>	<p>end of a unit of study.</p> <ul style="list-style-type: none"> ■ use rubrics. ■ use self-assessment tools <p>To ensure success <i>when working in groups...</i></p> <ul style="list-style-type: none"> ■ teach group rules and expectations. ■ teach skills of independence; e.g., bridging phrases, disagreeing agreeably, voice level. ■ teach manageable strategies for moving in and out of groups within the classroom setting. ■ post rules and expectations. ■ give adequate time but not “fooling around” time. ■ be in close proximity to groups as they work. ■ teach students to self-monitor group progress. ■ assign student roles or responsibilities in the group. ■ teach a signal for getting attention of all groups. ■ practice and assess students’ behaviors in small-group settings. ■ use cooperative learning strategies. ■ use a wide variety of groupings; e.g., flexible, cluster, skill. <p>To ensure success <i>with reading...</i></p> <ul style="list-style-type: none"> ■ use pre-reading and post-reading activities to pre-teach or reinforce main ideas. ■ use before, during, and after reading strategies; e.g., before—preview questions; during—pausing to reflect; after—self-evaluation, summary. ■ provide advanced organizers when showing videos. ■ use peer tutoring. ■ provide audiotaped materials (text or study guides). ■ teach self-questioning. ■ paraphrase key points and/ or have students paraphrase key points. 	<p>handouts.</p> <ul style="list-style-type: none"> ■ use audiotaped books. ■ use tactual materials to represent concepts—contact a vision consultant to assist with the design. ■ be aware of lighting requirements. ■ stand away from window glare when talking to the student. ■ allow extra time to complete a task. <p>To ensure success <i>with hearing-impaired learners...</i></p> <ul style="list-style-type: none"> ■ provide preferential seating. ■ use visual cues (overheads, drawings maps, demonstrations, visual samples of new vocabulary). ■ face student directly when speaking. ■ emphasize key points; don’t overload with information. ■ repeat or rephrase what other students say—hearing what other students say is often difficult for hearing-impaired students. ■ highlight text and study guides. ■ provide note-taking assistance
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	<ul style="list-style-type: none"> ■ Body language ■ Dancing—folk or creative ■ Drama/ acting ■ Inventing ■ Martial arts ■ Mime ■ Physical gestures ■ Physical exercises ■ Playing sports and games ■ Role-playing <p>Musical Intelligence Students learn best by singing it, chanting it, finding music that illustrates it, putting on background music while learning it.</p> <p><i>Strategies for incorporating music or environmental sounds, or set key points in a rhythmic or melodic framework in your lesson plan:</i></p> <ul style="list-style-type: none"> ■ Creating music ■ Environment sounds ■ Humming ■ Listening to music ■ Music performance ■ Music composition creation ■ Percussion vibrations ■ Rhythmic patterns ■ Singing ■ Tonal patterns ■ Vocal sounds and tones <p>Interpersonal Intelligence Students learn best by working on it with another person or group of people.</p> <p><i>Strategies for engaging students</i></p>	<ul style="list-style-type: none"> ■ summarize key points and/ or have students summarize key points. ■ label main ideas. ■ label 5Ws—Who? What? When? Where? Why? ■ allow highlighting of texts, passages, key words, or concepts. ■ use visual imagery. ■ explain idioms that appear in reading passages. ■ allow silent pre-reading. ■ allow partner reading. ■ use computer programs or games. ■ allow students to quietly read aloud (subvocalization). ■ use graphic organizers. ■ use preparatory set, i.e., talk through what a reading passage is about using new vocabulary and concepts. <p>To ensure success with writing...</p> <ul style="list-style-type: none"> ■ shorten writing assignments. ■ require lists instead of sentences. ■ dictate ideas to peers. ■ provide note takers. ■ allow students to use a tape recorder to dictate writing. ■ allow visual representation of ideas. ■ provide a fill-in-the-blank form for note taking. ■ allow students to use a computer for outlining, word processing, spelling, and grammar check. ■ provide a structure for the writing. ■ allow collaborative writing. ■ provide a model of the writing. ■ allow use of different writing utensils and paper. ■ use a flow chart for writing ideas before the student writes. ■ brainstorm a word bank of possible words that would be needed prior to the writing activity. ■ narrow the choice of topics 	<p>during lectures to allow hearing-impaired student to concentrate on the teacher.</p> <ul style="list-style-type: none"> ■ use peer tutoring. ■ use study sheets to organize information. ■ pre-teach vocabulary. ■ use captioned videos, films, etc. ■ show videos or visuals before presenting information to provide a knowledge base for students. ■ use alternative testing methods. ■ minimize background noise. ■ simplify vocabulary. ■ use preprinted outline of materials. <p>To ensure success with retaining and retrieving information...</p> <ul style="list-style-type: none"> ■ use multi-modalities (visual, auditory, tactile) to teach the same concept. ■ teach vocabulary in context. ■ use cues, prompts. ■ use graphic organizers. ■ use frequent repetition of key points. ■ break down instructional units into smaller steps. ■ show relationships among concepts through graphs, outlines, and webbing.
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	<p><i>in peer-sharing, cooperative learning, or large group simulation in your lesson plan:</i></p> <ul style="list-style-type: none"> ■ Collaboration skills ■ Cooperating ■ Cooperative learning ■ Empathy practices ■ Giving Feedback ■ Group projects ■ Intuiting others' feelings ■ Listening ■ Person-to-person communication ■ Receiving feedback ■ Sensing others' motives ■ Talking to others ■ Teamwork/ division of labor <p>Intrapersonal Intelligence Students learn best by relating it to a personal feeling or inner experience.</p> <p><i>Strategies for evoking personal feelings or memories, or give students choices in your lesson plan:</i></p> <ul style="list-style-type: none"> ■ Being alone ■ Complex guided imagery ■ "Centering" practices ■ Emotional processing ■ Focusing/ concentration skills ■ Higher-order reasoning ■ "Know thyself" practices ■ Metacognition techniques ■ Mindfulness practices ■ Silent reflection methods 	<ul style="list-style-type: none"> ■ grade on the basis of content; do not penalize for errors in mechanics and grammar. ■ allow choices of manuscript, cursive, keyboarding. ■ allow different positions of writing paper and/ or surfaces 	<ul style="list-style-type: none"> ■ use color coding to show concepts and relationships. ■ use peer tutors. ■ highlight important information. ■ teach mnemonics as a memory tool. ■ teach visual imagery. ■ use rhythm, music, and movement. ■ use lists ■ use matrix to organize information; allow students to construct some of their own. ■ use pictographs <p>To ensure success with understanding new concepts...</p> <ul style="list-style-type: none"> ■ pre-teach new concepts. ■ identify priority learning from less important material. ■ provide adequate time. ■ provide meaningful practice, review, repetition ■ use flow charts. ■ connect previous learning to new information. ■ use multiple means of learning, the same material (visual, auditory, tactile). ■ have student set personal goals. ■ use peer tutors. ■ use multiple intelligences information to deliver material in a variety of ways.
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	<ul style="list-style-type: none"> ■ Telling about feelings ■ Telling about thinking ■ Thinking strategies <p>Naturalist-Physical World Intelligence Students learn best by observing it, classifying it, appreciating it.</p> <p><i>Strategies for relating the student's learning to the physical world in your lesson plan:</i></p> <ul style="list-style-type: none"> ■ Discovering, uncovering ■ Observing, watching ■ Forecasting, predicting ■ Planting ■ Comparing ■ Displaying ■ Sorting and classifying ■ Photographing ■ Building environments 		<ul style="list-style-type: none"> ■ use cooperative learning and small groups. ■ provide cues. <p>To ensure success with attention deficit learners...</p> <ul style="list-style-type: none"> ■ surround students with peers who are good role models. Encourage peer tutoring and cooperative, collaborative learning. ■ maintain eye contact with students during verbal instruction. ■ make directions clear and concise. Be consistent with daily instructions. ■ simplify complex directions. Avoid multiple commands. ■ make sure that students comprehend before beginning the task. ■ repeat in a calm, positive manner, if needed. ■ help students to feel more comfortable seeking assistance. (Most ADD students won't ask for help.) ■ assign only one task at a time. ■ monitor frequently. Use a supportive attitude. ■ modify assignments as needed. Special education personnel can identify specific strengths and weaknesses of students. ■ make sure you test knowledge and not attention span.
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			<ul style="list-style-type: none">■ give extra time for certain tasks. Students with ADD may work more slowly. Don't penalize for needed extra time.■ require a daily assignment notebook if necessary. Make sure students write down all assignments each day. Parents and teachers may sign the notebook on a daily basis and use this as an additional form of communication with one another.
Source: NJ WL Curriculum Framework: Appendix D: Strategies for Diverse Learners			

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Rubrics

Authentic Communicative Assessment Rubric Example²

Communicative Objective	Does not meet expectations	Meet expectations	Exceeds expectation
Learner exchanges greetings.		Learner understands and appropriately uses <i>hola</i> and <i>adios</i> .	<i>Learner greets me outside of the classroom setting.</i>
Learner tell what their name is.		X Learner understands the question, "¿Cómo te llamas?" X Learner answers the questions using the phrase, "Me llamo..."	
Learner tells how they are feeling.	<i>Learner responds in English.</i>	Learner understands the question, "¿Cómo estás?" Learner answers the questions by using the phrase or word that expresses how they are feeling.	
Learner tells where they are from.	<i>No utterance.</i>	Learner understands the question, "¿De dónde eres?" Learner answers the questions by a place of origin.	

² Sonrisas Spanish School: A Preschool and Elementary Spanish Curriculum. Level 1. Blue and Brooks Lindner. www.sonrisasspanishschool.com

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Communicative Writing Task Rubric for Sentence Skills 1

	Sentence is communicative. Perfect or one error.	Sentence is communicative but has multiple errors in spelling, target languages' rules of grammar, and punctuation.	Sentence is barely communicative but could be understood by a native speaker. Has basic and simplified structure such as a subject and unconjugated verb.	Sentence has no verb or phrases to convey thought and intention. Sentence is not communicative. No sentence was written.
Score	3	2	1	0
Sentence 1				
Sentence 2				
Sentence ...				
Totals				
Grade = Total Score ÷ (3 X # of Sentences)				

Communicative Writing Task Rubric for Sentence Skills 2

	Sentence is communicative.	Sentences uses target language's grammatical rules and structures.	Sentence has less than two errors.
Score	0-1	0-1	1-0
Sentence 1			
Sentence 2			
Sentence...			
Totals			
Grade = Total Score ÷ (3 X # of Sentences)			

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Unit 3: Clothing & Shopping

Stage 1: Desired Results

Standards & Indicators:

World Languages: All students 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.

Proficiency Level and Grade Level Performance Benchmark: **Novice-Mid:** Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.

Strand 1 Interpretive Mode

The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Content Statement

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Cultural:

- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture. Topics that assist in the development of this understanding should include, but are not limited to the following themes:
 - self
 - friends
 - family
 - pets
 - physical/personality descriptions
 - weather, school
 - likes/dislikes
 - pastimes.
- Learners recognize and identify a few typical practices of the target culture . Topics that assist in the development of this understanding should include, but are not limited to the following themes:
 - respect for different family members and other individuals in a society
 - similarities and differences of school routines and expectations
 - animals in the target culture(s) compared to those in the students’ own culture(s)
 - the effects of weather patterns in target language regions of the world and in the students’ own regions

Indicator # & Indicators

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- **7.1.NM.IPRET.1:** Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- **7.1.NM.IPRET.2:** Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- **7.1.NM.IPRET.3:** Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- **7.1.NM.IPRET.4:** Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- **7.1.NM.IPRET.5:** Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change

Strand 2 Interpersonal Mode

The mode of communication in which students engage, understand, and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Content Statement

Linguistic:

The Novice-Mid language learner understands and communicates to exchange information at the word level and can use memorized words and phrases independently to:

- Negotiate meaning between and among individuals
- Respond to learned questions.
- Ask memorized questions.
- Describe people, places, and things.

Cultural:

The Novice-Mid Cultural Content Statements remain the same for all the strands.

Indicator # & Indicators

- **7.1.NM.IPERS.1:** Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- **7.1.NM.IPERS.2:** Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- **7.1.NM.IPERS.3:** Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- **7.1.NM.IPERS.4:** Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- **7.1.NM.IPERS.5:** Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- **7.1.NM.IPERS.6:** Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences

Strand 3 Presentational Mode

The mode of communication in which students present, understand, and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe

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people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Content Statement

Linguistic:

The Novice-Mid language learner presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics. The learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

Cultural:

The Novice-Mid Cultural Content Statements remain the same for all the strands.

Indicator # & Indicators

- **7.1.NM.PRSNT.1:** Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- **7.1.NM.PRSNT.2:** State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- **7.1.NM.PRSNT.3:** Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- **7.1.NM.PRSNT.4:** Copy/write words, phrases, or simple guided texts on familiar topics.
- **7.1.NM.PRSNT.5:** Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- **7.1.NM.PRSNT.6:** Name and label tangible cultural products associated with climate change in the target language regions of the world

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
Career Awareness and Planning	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices
Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).	With a growth mindset, failure is an important part of success.
Critical Thinking and Problem-solving	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

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	project and determine the strategies that contribute to effective outcomes	
Digital Citizenship	9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
Global and Cultural Awareness	9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
Information and Media Literacy	9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5) 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	In order for members of our society to participate productively, information needs to be shared accurately and ethically. Media have embedded values and points of view.
Technology Literacy	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	<ul style="list-style-type: none"> Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
Central Idea / Enduring Understanding: Students use the target language in the three modes of communication to explore communities in the target language with a focus on conversations centered around clothing and shopping vocabulary. They understand that learning another language encourages further participation in multilingual communities both within and beyond the school setting. Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.		Essential/Guiding Questions: <ul style="list-style-type: none"> How do I use another language to communicate with others? What strategies can I use to communicate more effectively? What is the Spanish-speaking world like? What can I learn about my own language and culture from the study of others? How do I demonstrate an understanding of the similarities, differences, and interactions across cultures and languages?

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	<ul style="list-style-type: none"> How do I use my knowledge of language and culture to enrich my community and broaden my opportunities?
<p>Content:</p> <ul style="list-style-type: none"> Clothing Shopping Vocabulary Currencies in Spanish-speaking countries Exchanging Money Making Returns Describing clothes Clothing Ad <p>Structures necessary to</p> <ul style="list-style-type: none"> express wants formally and informally express needs express likes and dislikes express opinions ask for price transact a return <p>Memorized and frequently practiced questions associated with clothing, making payments, shopping vocabulary, courtesies, needs, wants, preferences and opinions .</p> <p>Culturally appropriate expressions and gestures to greet and take leave and express courtesies and polite speech in a store setting.</p>	<p>Skills (Objectives):</p> <p>In this unit we are learning to...</p> <ul style="list-style-type: none"> identify basic clothing in Spanish Tell what you are wearing identify the student being described expressing what you want ask for price by using <i>¿Cuánto es?</i> tell how much something cost understand types of payments closing a transaction in a department store understand foreign currencies in Spanish-speaking countries exchange currency calculate costs in US dollars return an item to a department store express a simple dislike and problem with clothing asking for refund understand types of returns understand the question <i>¿Qué lleva?</i> describe what others are wearing using colors using the phrase <i>Lleva</i> enact a skit where you have to describe clothing of a missing person to the police create a clothing ad to announce a sale recognize descriptions of clothes, shopping vocabulary, needs, wants, preferences and opinions as found in culturally <i>authentic oral and written texts</i>.

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	<ul style="list-style-type: none">● ask memorized questions related to buying clothing, shopping vocabulary, needs, wants, preferences and opinions <i>using digital tools</i>.● answer simple questions related to buying clothing, shopping vocabulary, needs, wants, preferences and opinions <i>using digital tools</i>. <p><u>Interpretive:</u></p> <ul style="list-style-type: none">● interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories, and short video clips that focus on clothing and shopping products or artifacts. <p><u>Interpersonal:</u></p> <ul style="list-style-type: none">● engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to buying clothing expressing preferences, expressing likes and dislikes, making requests, paying for items, and clothing store navigation. <p><u>Presentational:</u></p> <ul style="list-style-type: none">● use lists, chunks of language, and memorized phrases to buy clothing, express preferences, make requests, pay for items, express courtesies and navigate the basic routines of shopping in a clothing store while using culturally appropriate gestures and intonations.
<p><u>Interdisciplinary Connections:</u></p> <p>English</p>	

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- Identify cognates in a text and use them to infer the main idea.
- Read texts, summarize, and infer the meaning of vocabulary.
- Assign correct punctuation in a sentence.
- Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective agreement.
- Communicate in sentences.
- Expand vocabulary.
- Make Introductions.
- Compare and contrast language.
- Discussing language use and modes of communication.
- Read and respond to different types of literature: ads, menus, brochures, dialogues, etc..
- Ask and answer questions.
- Understand and express opinions and needs.
- Read, summarize, and discuss cultural articles and topics.
- Reading Comprehension
 - Predict the meaning of words and phrases when used in a dialogue or article on familiar topics.
- Complete writing assignments based on chapter themes.
 - Create informational presentations.
- Chapter Grammar/Vocabulary Topics
 - Describe the physical condition of places and things.
 - Recognize and use some common adjectives and adverbs that describe clothing and shopping experiences.
 - Construct sentences distinguishing between variable and invariable qualities of people and things.

Math

- Use cardinal numbers to tell quantity, price, age, day, and year.
- Represent quantities.
- Calculating discounts.
- Understand currency and currency exchange rate.

Art/Music

- Create and decorate a clothing ad..

History

- Learn about Spanish speaking countries.
 - Recognize and identify the 21 Spanish-speaking countries.
- Read and discuss current events.
- Read, summarize, and discuss cultural articles and topics on Spanish lifestyle, holidays, traditions, foods, peoples, and celebrations.
- Understand and identify foreign currencies.

Stage 2: Assessment Evidence

Performance Task(s):

SUMMATIVE ASSESSMENTS

Listening Tasks

Learner respond to the teacher's oral message by

- identifying the written word or phrase on a worksheet or game.
- matching visual to oral output on a worksheet or game.
- listing words or chunk phrases heard in a sentence or message.
- stating true/false to match oral output in target language to visual.
- drawing the word or phrase.

Other Evidence:

FORMATIVE ASSESSMENTS

*For types of activities and exercises, go to *Summative Assessments*.

- Do-now's*
- Daily Warm-Ups*
- Summary Activities*
- Exit Tickets
- Homework*

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- using rejoinders to match oral questions or phrases to its most logical response.

Reading Tasks

Small readings from authentic ads, products, signs, newspaper clippings, songs, poems, and social media.

Four paragraph reading generated by the teacher with thematic vocabulary and learned vocabulary and phrases.

- Fill-in-the-blanks sentences with word banks.
- True/False Questions
- Multiple Choice
- Cloze Sentences
- Direct questioning: Questions can be in the native language or the target language based on learners' level and ability. With direct questioning, answers must be answered in the language of the question.
- Writing Task. (See *Writing Tasks*.)

Writing Tasks (Go to *Rubrics* for Writing Rubrics.)

- Low: Guided with modeled sentences and learners individualize specific parts of speech.
- Intermediate: Guided with cues in native language.
- High: Guided with cues or questions in target language.
- Advance: Oral, written or visual prompt. Learners independently write sentences to communicate a message or narrative.

Speaking Tasks: Partner Dialogues and Role-playing.(Go to *Rubrics* for Speaking Rubrics.)

- *Low-Advance: Student A/Student B.* Student A asks, Student B responds.
- Low: Guided and modeled in target language.
- Intermediate: Guided with cues or questions in native language.
- High: Guided with cues or direct questions in target language.
- Advance: Oral or written prompt only. Learners independently create exchanges in the target language to perform communicative objectives.

Projects

- Research a Spanish-speaking country, artist, celebrity, historical figure or Latino cultural products such as food, music, fashion, literature, dance, dwellings and art to create a presentation using digital tools.
- Create a menu, brochure, ad, trivia game, or social media profile using digital tools.
- Create a social media profile with personal information, interests and favorite activities using digital tools.
- Produce and/or perform cultural products.

Quizzes

- Observation
- Oral Evaluations (See *Authentic Communicative Assessment Rubric*.)
- Choral Repetition
- Worksheet Exercises. *
- Fly Swatter Game
- TILK (Think.Ink.Link.Talk.)
- TAD (Transition.Action.Details.)
- Kagan RallyCoach*
- Kagan RallyRobin
- Turn & Talk
- Write.Mix.Pair.Share
- Flashcards
- Bingo
- Quizlet Live
- Lotería
- Vocabulary Kahoot! Dice Game
- Conjugation Game
- Dice Game
- Student A/Student B Speaking Tasks*

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Unit Tests	
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u></p> <p>General Instructional Strategies for Communicative-based Language Classrooms</p> <ul style="list-style-type: none"> ● Maximize the use of target language with most instructions, directions and explanations given in the target language if possible based on terms of relevance, learning styles and abilities. ● Repeat previously-learned material through activities, readings, songs and games. ● Establish a consistent routine and structure. ● Use repetitive language within your routine. ● Use real objects, gestures, pictures, and other visuals to convey meaning. ● Focus on language that is concerned with functional situations and authentic utterances. ● Do not always insist on complete sentences, but mirror natural speech patterns. ● Adopt a conversational approach replicating “real” situations likely to occur. ● Teach vocabulary in context, including all kinds of idiomatic phrases. ● Use paired activities and small-group learning. ● Use cooperative learning tools that maximize student engagement. ● Use technology. ● Use a variety of print and nonprint materials. ● Strive to develop cultural awareness using authentic cultural realia as a springboard for communication in the language. ● Emphasize acceptable communication, rather than near-native pronunciation. ● Ensure a match between the learner and the language in terms of relevance and learning style. <p>World Language Methodologies</p> <p>Total Physical Response or TPR: Developed by Dr. Jams J. Asheri, this methodology teaches language or vocabulary by utilizing physical movement to respond to verbal input. The process mimics the way infants acquire language naturally.</p> <p>The Waldorf Foreign Language Approach: This methodology is based on the idea that developing the ability to communicate is the primary purpose of foreign language acquisition. In addition, the Waldorf Approach affirms that the study of world languages raises social consciousness and fosters an</p>	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● Teacher-generated activities, worksheets, and assessments ● Duolingo ● Quizlet ● Kahoot! ● Google Classroom ● Google Tools: Docs, Forms, Sheets, Meets, etc. ● Kagan Structures ● Internet

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interest and respect for others. In essence, the study of a world language is a window into the soul of another culture. “Because the manner in which we think is expressed through the language that we speak, we nurture a cultural understanding of other peoples through acquiring their language”

The Communicative Approach: The core principles of the Communicative Approach are that learners learn through authentic communication experiences and meaningful communication should be the goal of the world language lesson. Communication involves diverse language skills and learning is a creative process that involves trial and error.

The Grammar-Translation Method: A traditional method of teaching world languages, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language.

The Deductive Method: Grammatical rules are deduced by students. Students are given samples of language and must deduce the grammatical rules independently. In deductive teaching in world language, a word, phrase or sentences is presented as a problem, students analyze the information, formulate a rule, test the rule, and make a conclusion. The Deductive Method is preferred to the Grammar-Translation Method because students retain grammatical rules more efficiently, build analytical skills and are encouraged to become self-learners.

Cooperative Learning Strategies

Kagan Cooperative Learning: Kagan Structures are instructional strategies designed to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction.

Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> ■ allow for choice within assignments and projects. ■ use compacting. ■ allow students to make independent plans for independent learning. ■ provide mentoring or apprenticeship with professionals. ■ teach entrepreneurship. 	<p>While these students are on task, consider students' learning style to optimize learning.</p> <p>Linguistic Intelligence Students learn best by verbalizing, hearing, and seeing words.</p> <p><i>Strategies for using the oral or written word in your lesson plan:</i></p> <ul style="list-style-type: none"> ■ Creative writing ■ Formal speech ■ Humor or telling jokes ■ Impromptu speaking ■ Journal or diary keeping 	<p>To ensure success with speaking...</p> <ul style="list-style-type: none"> ■ give sentence starters. ■ use graphic organizers to organize ideas and relationships. ■ use visuals. ■ allow extra response time for processing. ■ use cues and prompts to help the student know when to speak. ■ use partners. 	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing.</p> <p>To ensure success with visually-impaired learners...</p>

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<ul style="list-style-type: none"> ■ use theory of multiple intelligences. ■ use tiered assignments which are more complex or abstract. ■ use Socratic questioning. ■ use critical and creative questioning strategies. ■ use open-ended questioning strategies. ■ use interdisciplinary units. ■ allow in-depth enrichment learning. ■ allow time with like-intellectual peers. ■ use accelerated pace of instruction. ■ allow dual enrollment or early admission opportunities. ■ remove time and space restrictions to allow for a long-term integrated plan of study. ■ provide more difficult or abstract resources. ■ allow for concrete or real-life investigations and explorations. ■ teach coping skills. ■ allow students to suggest modifications in the content of their learning, the process which they use to 	<ul style="list-style-type: none"> ■ Oral debate ■ Poetry ■ Storytelling ■ Words—used in reading, writing, speaking. <p>Logical Mathematical Intelligence Students learn best by conceptualizing it, quantifying it, and thinking critically about it.</p> <p><i>Strategies for utilizing numbers, calculations, logic, classifications, or critical thinking skills in your lesson plan:</i></p> <ul style="list-style-type: none"> ■ Abstract symbols, formulas ■ Calculation ■ Counting ■ Deciphering codes ■ Finding patterns ■ Forcing relationships ■ Graphic organizers ■ Number sequences ■ Outlining ■ Problem solving ■ Syllogisms <p>Spatial Intelligence Students learn best by drawing it, sketching it and visualizing it.</p> <p><i>Strategies for incorporating visual aids, visualization, color, art, or metaphor in your lesson plan:</i></p> <ul style="list-style-type: none"> ■ Active imagination ■ Color schemes ■ Designs and patterns ■ Drawing guided imagery ■ Mind mapping ■ Painting pictures ■ Pretending ■ Sculpture/ models <p>Bodily-Kinesthetic Intelligence Students learn best by dancing it, building a model of it, doing a hands-on activity related to it.</p> <p><i>Strategies for involving the whole body or use hands-on</i></p>	<ul style="list-style-type: none"> ■ phrase questions with choices embedded in them. ■ use choral reading or speaking. ■ use rhythm or music. ■ allow practice opportunities for speaking. ■ practice role-playing activities. <p>To ensure success with assessment...</p> <ul style="list-style-type: none"> ■ use a variety of authentic assessments. ■ establish criteria and expectations prior to instruction. ■ teach test-taking strategies. ■ teach the format of an upcoming test. ■ allow adequate time for test taking. ■ allow paper-and-pencil tests to be taken in a different space. ■ allow a variety of ways to respond, e.g., orally, pictorially, tape recordings. ■ give choices. ■ assess learning continuously over time, not just at the end of a unit of study. ■ use rubrics. ■ use self-assessment tools <p>To ensure success when working in groups...</p> <ul style="list-style-type: none"> ■ teach group rules and expectations. ■ teach skills of independence; e.g., bridging phrases, disagreeing agreeably, voice level. ■ teach manageable strategies for moving in and out of 	<ul style="list-style-type: none"> ■ describe what you are doing. ■ provide preferential seating. ■ provide material in large or braille print. ■ give student an individual copy of visual information presented to the group ■ use black-and-white printed handouts. ■ use audiotaped books. ■ use tactual materials to represent concepts—contact a vision consultant to assist with the design. ■ be aware of lighting requirements. ■ stand away from window glare when talking to the student. ■ allow extra time to complete a task. <p>To ensure success with hearing-impaired learners...</p> <ul style="list-style-type: none"> ■ provide preferential seating. ■ use visual cues (overheads, drawings maps, demonstrations, visual samples of new vocabulary). ■ face student directly when speaking. ■ emphasize key points; don't overload with information. ■ repeat or rephrase what other students say—hearing what other students say is often difficult for hearing-impaired students. ■ highlight text and study guides. ■ provide note-taking assistance during lectures to allow hearing-impaired student to concentrate on the teacher. ■ use peer tutoring. ■ use study sheets to organize information. ■ pre-teach vocabulary. ■ use captioned videos, films, etc. ■ show videos or visuals before presenting information
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<p>learn, and the product they produce to show their learning.</p> <ul style="list-style-type: none"> ■ clearly communicate criteria and parameters to avoid students taking unacceptable risks or creative detours 	<p><i>experience in your lesson plan:</i></p> <ul style="list-style-type: none"> ■ Body language ■ Dancing—folk or creative ■ Drama/ acting ■ Inventing ■ Martial arts ■ Mime ■ Physical gestures ■ Physical exercises ■ Playing sports and games ■ Role-playing <p>Musical Intelligence Students learn best by singing it, chanting it, finding music that illustrates it, putting on background music while learning it.</p> <p><i>Strategies for incorporating music or environmental sounds, or set key points in a rhythmic or melodic framework in your lesson plan:</i></p> <ul style="list-style-type: none"> ■ Creating music ■ Environment sounds ■ Humming ■ Listening to music ■ Music performance ■ Music composition creation ■ Percussion vibrations ■ Rhythmic patterns ■ Singing ■ Tonal patterns ■ Vocal sounds and tones <p>Interpersonal Intelligence Students learn best by working on it with another person or group of people.</p> <p><i>Strategies for engaging students in peer-sharing, cooperative learning, or large group simulation in your lesson plan:</i></p> <ul style="list-style-type: none"> ■ Collaboration skills ■ Cooperating ■ Cooperative learning ■ Empathy practices ■ Giving Feedback ■ Group projects ■ Intuiting others' feelings 	<p>groups within the classroom setting.</p> <ul style="list-style-type: none"> ■ post rules and expectations. ■ give adequate time but not “fooling around” time. ■ be in close proximity to groups as they work. ■ teach students to self-monitor group progress. ■ assign student roles or responsibilities in the group. ■ teach a signal for getting attention of all groups. ■ practice and assess students' behaviors in small-group settings. ■ use cooperative learning strategies. ■ use a wide variety of groupings; e.g., flexible, cluster, skill. <p>To ensure success with reading...</p> <ul style="list-style-type: none"> ■ use pre-reading and post-reading activities to pre-teach or reinforce main ideas. ■ use before, during, and after reading strategies; e.g., before—preview questions; during—pausing to reflect; after—self-evaluation, summary. ■ provide advanced organizers when showing videos. ■ use peer tutoring. ■ provide audiotaped materials (text or study guides). ■ teach self-questioning. ■ paraphrase key points and/ or have students paraphrase 	<p>to provide a knowledge base for students.</p> <ul style="list-style-type: none"> ■ use alternative testing methods. ■ minimize background noise. ■ simplify vocabulary. ■ use preprinted outline of materials. <p>To ensure success with retaining and retrieving information...</p> <ul style="list-style-type: none"> ■ use multi-modalities (visual, auditory, tactile) to teach the same concept. ■ teach vocabulary in context. ■ use cues, prompts. ■ use graphic organizers. ■ use frequent repetition of key points. ■ break down instructional units into smaller steps. ■ show relationships among concepts through graphs, outlines, and webbing. ■ use color coding to show concepts and relationships. ■ use peer tutors. ■ highlight important information. ■ teach mnemonics as a memory tool. ■ teach visual imagery. ■ use rhythm, music, and movement. ■ use lists ■ use matrix to organize information; allow students to construct some of their own. ■ use pictographs <p>To ensure success with understanding new concepts...</p> <ul style="list-style-type: none"> ■ pre-teach new concepts. ■ identify priority learning from less important material. ■ provide adequate time.
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	<ul style="list-style-type: none"> ■ Listening ■ Person-to-person communication ■ Receiving feedback ■ Sensing others' motives ■ Talking to others ■ Teamwork/ division of labor <p>Intrapersonal Intelligence Students learn best by relating it to a personal feeling or inner experience.</p> <p><i>Strategies for evoking personal feelings or memories, or give students choices in your lesson plan:</i></p> <ul style="list-style-type: none"> ■ Being alone ■ Complex guided imagery ■ "Centering" practices ■ Emotional processing ■ Focusing/ concentration skills ■ Higher-order reasoning ■ "Know thyself" practices ■ Metacognition techniques ■ Mindfulness practices ■ Silent reflection methods ■ Telling about feelings ■ Telling about thinking ■ Thinking strategies <p>Naturalist-Physical World Intelligence Students learn best by observing it, classifying it, appreciating it.</p> <p><i>Strategies for relating the student's learning to the physical world in your lesson plan:</i></p> <ul style="list-style-type: none"> ■ Discovering, uncovering ■ Observing, watching ■ Forecasting, predicting ■ Planting ■ Comparing ■ Displaying ■ Sorting and classifying ■ Photographing ■ Building environments 	<p>key points.</p> <ul style="list-style-type: none"> ■ summarize key points and/ or have students summarize key points. ■ label main ideas. ■ label 5Ws—Who? What? When? Where? Why? ■ allow highlighting of texts, passages, key words, or concepts. ■ use visual imagery. ■ explain idioms that appear in reading passages. ■ allow silent pre-reading. ■ allow partner reading. ■ use computer programs or games. ■ allow students to quietly read aloud (subvocalization). ■ use graphic organizers. ■ use preparatory set, i.e., talk through what a reading passage is about using new vocabulary and concepts. <p>To ensure success with writing...</p> <ul style="list-style-type: none"> ■ shorten writing assignments. ■ require lists instead of sentences. ■ dictate ideas to peers. ■ provide note takers. ■ allow students to use a tape recorder to dictate writing. ■ allow visual representation of ideas. ■ provide a fill-in-the-blank form for note taking. ■ allow students to use a computer for outlining, word processing, spelling, and grammar check. ■ provide a structure for the writing. ■ allow collaborative writing. ■ provide a model of the writing. 	<ul style="list-style-type: none"> ■ provide meaningful practice, review, repetition ■ use flow charts. ■ connect previous learning to new information. ■ use multiple means of learning, the same material (visual, auditory, tactile). ■ have student set personal goals. ■ use peer tutors. ■ use multiple intelligences information to deliver material in a variety of ways. ■ use cooperative learning and small groups. ■ provide cues. <p>To ensure success with attention deficit learners...</p> <ul style="list-style-type: none"> ■ surround students with peers who are good role models. Encourage peer tutoring and cooperative, collaborative learning. ■ maintain eye contact with students during verbal instruction. ■ make directions clear and concise. Be consistent with daily instructions. ■ simplify complex directions. Avoid multiple commands. ■ make sure that students comprehend before beginning the task. ■ repeat in a calm, positive manner, if needed. ■ help students to feel more comfortable seeking assistance. (Most ADD students won't ask for help.) ■ assign only one task at a time. ■ monitor frequently. Use a supportive attitude. ■ modify assignments as needed. Special education personnel can identify specific strengths and weaknesses of students.
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		<ul style="list-style-type: none">■ allow use of different writing utensils and paper.■ use a flow chart for writing ideas before the student writes.■ brainstorm a word bank of possible words that would be needed prior to the writing activity.■ narrow the choice of topics■ grade on the basis of content;do not penalize for errors in mechanics and grammar.■ allow choices of manuscript, cursive, keyboarding.■ allow different positions of writing paper and/ or surfaces	<ul style="list-style-type: none">■ make sure you test knowledge and not attention span.■ give extra time for certain tasks. Students with ADD may work more slowly. Don't penalize for needed extra time.■ require a daily assignment notebook if necessary. Make sure students write down all assignments each day. Parents and teachers may sign the notebook on a daily basis and use this as an additional form of communication with one another.
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Source: NJ WL Curriculum Framework: Appendix D: [Strategies for Diverse Learners](#)

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Rubrics

Authentic Communicative Assessment Rubric Example³

Communicative Objective	Does not meet expectations	Meet expectations	Exceeds expectation
Learner exchanges greetings.		Learner understands and appropriately uses <i>hola</i> and <i>adios</i> .	<i>Learner greets me outside of the classroom setting.</i>
Learner tell what their name is.		X Learner understands the question, "¿Cómo te llamas?" X Learner answers the questions using the phrase, "Me llamo..."	
Learner tells how they are feeling.	<i>Learner responds in English.</i>	Learner understands the question, "¿Cómo estás?" Learner answers the questions by using the phrase or word that expresses how they are feeling.	
Learner tells where they are from.	<i>No utterance.</i>	Learner understands the question, "¿De dónde eres?" Learner answers the questions by a place of origin.	

³ Sonrisas Spanish School: A Preschool and Elementary Spanish Curriculum. Level 1. Blue and Brooks Lindner. www.sonrisasspanishschool.com

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Communicative Writing Task Rubric for Sentence Skills 1

	Sentence is communicative. Perfect or one error.	Sentence is communicative but has multiple errors in spelling, target languages' rules of grammar, and punctuation.	Sentence is barely communicative but could be understood by a native speaker. Has basic and simplified structure such as a subject and unconjugated verb.	Sentence has no verb or phrases to convey thought and intention. Sentence is not communicative. No sentence was written.
Score	3	2	1	0
Sentence 1				
Sentence 2				
Sentence ...				
Totals				
Grade = Total Score ÷ (3 X # of Sentences)				

Communicative Writing Task Rubric for Sentence Skills 2

	Sentence is communicative.	Sentences uses target language's grammatical rules and structures.	Sentence has less than two errors.
Score	0-1	0-1	1-0
Sentence 1			
Sentence 2			
Sentence...			
Totals			
Grade = Total Score ÷ (3 X # of Sentences)			

Communicative Speaking Task Rubric

Proficient Student made no errors to minor errors of fluency or pronunciation.	Communicative Student had some errors but would be understood perfectly by a native speaker of Spanish.	Non-Communicative Student did not make an utterance or utterance would not be understood by a native speaker of Spanish.
2	1	0

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Pacing Guide

Course Name	Resource	Content Standards
UNIT 1 Home 23 Days	<ul style="list-style-type: none"> Teacher-generated worksheets Duolingo Quizlet <p>Unit Online Assessment:</p> <ul style="list-style-type: none"> → Duolingo- <ul style="list-style-type: none"> ◆ Family 1, 2, & 3 ◆ Household → Quizlet Checkpoint → Google Meets → Google Forms 	<p><u>Interpretive</u></p> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p><u>Interpersonal</u></p> <p>• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>• 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>• 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p><u>Presentational</u></p> <p>• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p>

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		<ul style="list-style-type: none"> • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
Cycle A	Cycle A 6th Grade	
UNIT 2 Restaurant 23 Days	<ul style="list-style-type: none"> • Teacher-generated worksheets • Duolingo • Quizlet <p>Unit Online Assessment:</p> <p>→ Duolingo-</p> <ul style="list-style-type: none"> ◆ Restaurant 1 & 2 ◆ Travel 1 & 2 ◆ Groceries ◆ Preferences <p>→ Quizlet Checkpoint</p> <p>→ Google Meets</p> <p>→ Google Forms</p>	<p><u>Interpretive</u></p> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p><u>Interpersonal</u></p> <p>• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practice questions, using memorized words and phrases.</p> <p>• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>• 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p>

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		<p>• 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p><u>Presentational</u></p> <p>• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>
Cycle B	Cycle B 6th Grade	
UNIT 3 Clothing & Shopping 23 Days	<ul style="list-style-type: none"> • Teacher-generated worksheets • Duolingo • Quizlet <p>Unit Online Assessment:</p> <p>→ Duolingo-</p> <ul style="list-style-type: none"> ◆ Shopping 1 & 2 ◆ Fashion ◆ Preferences <p>→ Quizlet Checkpoint</p> <p>→ Google Meets</p> <p>→ Google Forms</p>	<p><u>Interpretive</u></p> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p><u>Interpersonal</u></p> <p>• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p>

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		<ul style="list-style-type: none"> • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. <p><u>Presentation</u></p> <ul style="list-style-type: none"> • 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
Cycle C	Cycle C - 6th Grade	