

ORANGE PUBLIC SCHOOLS
OFFICE OF CURRICULUM AND INSTRUCTION
WORLD LANGUAGE PROGRAM

Curriculum Guide
French and Spanish

Grade 6th



OBE Approval Date: August 8, 2017

ORANGE PUBLIC SCHOOLS
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2017-2018

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Introduction

The 6th Grade World Language course is designed to help students acquire language skills that will enable them to eventually function at ACTFL's Novice Mid Level. They will communicate in the target language using simple, memorized words and phrases to talk about familiar topics related to who they are and the world around them. The course complements work that the students will do across other contents with particular connections to Social Studies, Math and Language Arts. Students will use maps, pictures, technology and stories to discover elements of Hispanic culture and compare them to the culture in which they live. The course also includes a unit on numbers presented in a way that reinforces concepts from the Mathematics curriculum. The thematic units for World Language Grade 6 are as follows:

- Numbers
- Greetings
- My Family
- The Spanish Alphabet

Course Goals:

- A. To lay a foundation of second language skills that will equip students to succeed at other levels of language learning and to use language in a way that it will be retained.
- B. To foster in students an enjoyment of foreign language and an appreciation of cultural diversity through motivational lessons and activities.
- C. To develop students' abilities to communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.
- D. To guide students in the development of healthy social interactions with diverse peers through the discussion of the course's "Essential Questions".
- E. To allow students to see connections between language learning and their academic tasks in other subject areas.
- F. To introduce the learners to the analysis of diverse Hispanic and Francophone cultural patterns and to compare them with their own cultural patterns.

NJSLS:

7.1 World Languages All students will be able to use a world language in addition to

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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.

Course Enduring Understandings:

- People from other countries live lives that are both similar and different to my life.
- The differences between my culture and a particular Hispanic culture are interesting and enrich global society.
- I can communicate with people from other countries and cultures about familiar topics related to me.
- In Spanish I introduce myself to an adult differently than I do to a peer.
- Knowing the sounds Spanish vowels make helps me begin to read fluently in Spanish.
- Not all consonants produce the same sound in Spanish as they do in English.
- There are many different kinds of homes and families in the United States and in Hispanic countries.
- I can use numbers to count and complete basic mathematical computations.
- I can talk about my nuclear family.

Instructional Strategies

- TPR (Total Physical Response) and TPRS (Storytelling)
- Keep the use of English to a minimum, with most instructions, directions and explanations given in the target language.
- 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 (cooperative learning groups).
- Use technology (including Smart Boards, multimedia presentations, turning point, video projection to share student work...etc).
- Use a variety of print and non-print 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 styles.
- Use games and activities that involve movement to aid in the teaching kinesthetic learning.
- Activation of prior knowledge through teacher led discussions.

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New Jersey Student Learning Standards:

Reading:

- [NJSLS.ELA-Literacy.RL.K.1](#) With prompting and support, ask and answer questions about key details in a text.
- [NJSLS.ELA-Literacy.L.K.1f](#) Produce and expand complete sentences in shared language activities.
- [NJSLS.ELA-Literacy.RF.K.2a](#) Recognize and produce rhyming words.
- [NJSLS.ELA-Literacy.RF.K.2b](#) Count, pronounce, blend, and segment syllables in spoken words.
- [NJSLS.ELA-Literacy.RF.K.2c](#) Blend and segment onsets and rimes of single-syllable spoken words.
- [NJSLS.ELA-Literacy.RF.K.2d](#) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
- [NJSLS.ELA-Literacy.RF.K.3a](#) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- [NJSLS.ELA-Literacy.RF.K.4](#) Read emergent-reader texts with purpose and understanding.
- [NJSLS.ELA-Literacy.L.K.4a](#) Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- [NJSLS.ELA-Literacy.L.K.5a](#) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- [NJSLS.ELA-Literacy.RI.K.7](#) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- [NJSLS.ELA-Literacy.RI.K.10](#) Actively engage in group reading activities with purpose and understanding.

Writing

- [NJSLS.ELA-Literacy.L.K.2](#) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- [NJSLS.ELA-Literacy.L.K.2d](#) Spell simple words phonetically, drawing on knowledge of sound letter relationships.
- [NJSLS.ELA-Literacy.W.K.2](#) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- [NJSLS.ELA-Literacy.W.K.5](#) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- [NJSLS.ELA-Literacy.W.K.6](#) With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Vocabulary Acquisition and Use

- [NJSLS.ELA-Literacy.L.K.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

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- [NJSLS.ELA-Literacy.L.K.5](#) With guidance and support from adults, explore word relationships and nuances in word meanings.
- [NJSLS.ELA-Literacy.L.K.5c](#) Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- [NJSLS.ELA-Literacy.L.K.6](#) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Speaking and Listening

- [NJSLS.ELA-Literacy.SL.K.1a](#) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- [NJSLS.ELA-Literacy.SL.K.2](#) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- [NJSLS.ELA-Literacy.SL.K.3](#) Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- [NJSLS.ELA-Literacy.SL.K.4](#) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- [NJSLS.ELA-Literacy.SL.K.5](#) Add drawings or other visual displays to descriptions as desired to provide additional detail.
- [NJSLS.ELA-Literacy.SL.K.6](#) Speak audibly and express thoughts, feelings, and ideas clearly.

Mathematics

- [NJSLS.Math.Content.K.CC.A.2](#) Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- [NJSLS.Math.Content.K.CC.A.3](#) Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- [NJSLS.Math.Content.K.CC.B.5](#) Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
- [NJSLS.Math.Content.K.OA.A.1](#) Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- [NJSLS.Math.Content.2.MD.C.8](#) Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
- [NJSLS.Math.Content.2.NBT.B.6](#) Add up to four two-digit numbers using strategies based on place value and properties of operations.

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Curriculum Design Components

Content Area:	World Languages	Grade(s)	6
Unit Plan Title:	UNIT 1: Greetings		
College and Career Ready Practices			
CRP1. Act as a responsible and contributing citizen and employee.			
CRP2. Apply appropriate academic and technical skills.			
CRP3. Attend to personal health and financial well-being.			
CRP4. Communicate clearly and effectively and with reason.			
CRP5. Consider the environmental, social and economic impacts of decisions.			
CRP6. Demonstrate creativity and innovation.			
CRP7. Employ valid and reliable research strategies.			
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.			
CRP9. Model integrity, ethical leadership and effective management.			
CRP10. Plan education and career paths aligned to personal goals.			
CRP11. Use technology to enhance productivity.			
CRP12. Work productively in teams while using cultural global competence.			
Overview/Rationale			
6 th Grade students attending Orange Public Schools live in a diverse community within an increasingly connected global society. In the first unit of this course students will analyze similarities and differences between their home culture and the culture of others. Students will also acquire the target language skills that will allow them to introduce themselves to peers and communicate about familiar topics.			
New Jersey Student Learning Standards:			
World Language Standards 7.1: 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.			
<ul style="list-style-type: none">○ Interpretive Mode<ul style="list-style-type: none">▪ 7.1.NM.A.2- Demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response.○ Interpersonal Mode<ul style="list-style-type: none">▪ 7.1.NM.B.3- Imitate appropriate gestures of simple oral and written directions, commands and requests through appropriate physical response.			

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- 7.1.NM.B.4-Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5-Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.
- Presentational Mode
 - 7.1.NM.C.4- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

New Jersey Student Learning Standards: (ELA)

- [NJSLS.ELA-Literacy.L.K.1f](#) Produce and expand complete sentences in shared language activities.
- [NJSLS.ELA-Literacy.L.K.4a](#) Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- [NJSLS.ELA-Literacy.L.K.5a](#) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- [NJSLS.ELA-Literacy.RL.K.1](#) With prompting and support, ask and answer questions about key details in a text.
- [NJSLS.ELA-Literacy.RI.K.7](#) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- [NJSLS.ELA-Literacy.W.K.2](#) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Technology Standard(s)

- 8.1.P.A.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture)
- 8.1.2. A.4 Create a document with text using a word processing program.

Interdisciplinary Connection: Social Studies Standard(s)

- 6.1. P.A.1 Demonstrate an understanding of rules by following most classroom routines.
- 6.1. P.A.3 Demonstrate appropriate behavior when collaborating with others.
- 6.1. P.D.4 Learn about and respect other cultures within the classroom and community.
- 6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Essential Question(s)

- How does one greet and introduce one another in the target language?
- How do we say goodbye to one another in other languages?
- What is culture?

Enduring Understandings

- The differences between my culture and a particular Hispanic/francophone culture are interesting and enrich global society.
- I understand that some punctuation rules and capitalization rules are the same and some are different in Spanish/French.
- I understand that sometimes vowels will have accent marks in Spanish/French.

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- I understand that there are two n's in Spanish - /N/and /ñ/.
- I can use some basic language to ask and respond to questions in informal introductions.
- There are various ways to greet people in different day to day experiences.
- I understand that sounds in the target language are silent.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/> E, T, A	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/> E, T, A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/> E, T, A	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/> E, T, A	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

Students Will Be Able To...

1. I can say hello and goodbye to someone my age; someone younger; or someone older.
2. I can introduce a classmate or friend.
3. I can respond to an introduction.
4. I can say and write their name and ask and write a classmate's name in a complete sentence.
5. I can say and write where they are from in a complete sentence.
6. I can ask and answer who, what, when, and where questions.
7. I can ask a classmate how they are.
8. I can say and write how they are doing.

General Modifications for Native speakers and special education students:

- Centers (varied reading, writing, listening, and speaking activities)
- TPR (Total Physical Response)
- TPRS (Teaching Proficiency Through Story Telling)
- Audio and visual presentations
- Leveled readers
- Extra time to complete assessments
- Assessments read aloud to the student
- Manipulatives
- Graphic organizers

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Assessments

Formative, summative and authentic assessments inclusive of:

- Speaking, reading, listening and writing alternative assessments, tests, quizzes, and other alternative assessments.
- Interpretive reading & listening tasks
- Checking for understanding: White boards, signaling, TPR, drawing to demonstrate
- Completed graphic organizers (e.g., unit vocabulary, Venn diagrams)
- Google entries
- Benchmark/Unit Assessments

Formative: Como estan? Page 16; Escucha y repite page 17

Summative/authentic: page 19 presentational writing

The assessment criteria for world languages is dictated by the Board of Education and states the following:

Test Average – 25%

Quiz Average – 20%

Authentic Assessment Average – 25%

Class Performance and Participation – 20%

Homework – 10%

(Teacher may administer assessments for each level of proficiency creatively and addressing special education modifications in areas including but not limited to listening, speaking, writing and reading)

Teaching and Learning Actions

<p>Instructional Strategies</p>	<ul style="list-style-type: none"> - Anticipatory Sets related to music - Web quests - Polls - Breaking down the task - TPR & TPRS page 13 Book E - Dictation exercises - Providing step-by-step prompts - Repeated practice
<p>Differentiated Instruction Developing Learners (D1) Expanding Learners (D2) Heritage Language Learners (D3) Multiple Intelligences (D4) Gifted & Talented (D5)</p>	<p>D1: Provide students various ways to pronounce the vocabulary words. Model pronouncing words. D2: Role play – read the directions and have students read along. Then pairs D3: Students create their own dialogues, using terms/vocabulary words. D4: Visual/spatial - students form small groups to create comic strips. D5: Rosetta Stone D6: Snap & Read</p>

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Special Education (D6) 504 (D7)	D7: See 504 plan
Activities and Experiences	<ul style="list-style-type: none"> - Sequenced Review - Directed Questioning and Responses - Sequence Tasks from Easy to Difficult - Individual/Small-Group/Whole Class Instruction - Think Aloud - Active Participation - Warm-Up Activities - Meaningful Real Life Connections - Modeling - Centers - Goal Setting - Graphic Organizers - Make Predictions - Scaffolding - Extended Form - Draw a Picture - Students share and collaborate on Google Drive - Research - Group presentations - Visual displays - View target language short video clips related to the community.
Resources	
<ul style="list-style-type: none"> • Exploring Spanish/French – 6th • Descubre el Español con Santillana – E • Descubre EBook- Unit 1 Week 1 “Los saludos” • Descubre E Textbook- Unit 1 Week 1 “Los saludos” • Descubre practice book E- pages 5-7 • Descubre flashcards (mañana, tarde, noche) • Descubre Audio CD- Tracks 1 and 2 • Hojas de Actividad – 6, 11, 12a, 12b, 12, 14, 22 and 30 • Biblioteca Tematica: Principiante: ¡Buenos días, Julio y Julia! Intermedio: El diario de Rick: Nuevos amigos Avanzado: El Club de Español explora España • Descubre EBook- Unit 1 Week 4 “Las despedidas” • Descubre E Textbook- Unit 1 Week 4 “Las despedidas” • Descubre Practice book E- pages 14-18 • Hojas de Actividad- 2 and 11 • Descubre online- Activity 4 of Unit 1 • Descubre en video- Video Unit 1 Week 4 	

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- Descubre Audio CD- Tracks 7 and 8
- Lyrics Gap
- Lingt Classroom)
- **Symtalk Français 3:**
- Siblings, Friends, page 77
- Places, To Go, page 6
- Other resources: www.languageguide.org (Type: français)- Les Salutations/Greetings
- Symtalk – hands-on approach to learning a language

The estimated time is 6 -8 weeks

Curriculum Design Components

Content Area:	World Languages	Grade(s)	6
Unit Plan Title:	Unit 2: The Numbers We Use		
College and Career Ready Practices			
CRP1. Act as a responsible and contributing citizen and employee.			
CRP2. Apply appropriate academic and technical skills.			
CRP3. Attend to personal health and financial well-being.			

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- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Overview/Rationale

In Unit 2 of this course students will perform simple mathematical computations in the target language. Practice with Math in Spanish will allow students to continue their transition from an ability to count in Spanish to an ability to identify individual numbers in Spanish.

New Jersey Student Learning Standards:

World Language Standards 7.1: 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.

- Interpretive Mode
 - 7.1.NM.A.2- Demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response.
- Interpersonal Mode
 - 7.1. NM.B.3- Imitate appropriate gestures of simple oral and written directions, commands and requests through appropriate physical response.
 - 7.1. NM.B.5-Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.
- Presentational Mode
 - 7.1. NM.C.3- Copy/write words, phrases, or simple guided texts on familiar topics.
 - 7.1. NM.C.4- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

New Jersey Student Learning Standards: (Mathematics) Extend the counting sequence.

NJSLS.Math.Content.1.NBT.A.1

Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand place value.

NJSLS.Math.Content.1.NBT.B.2

Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

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NJSLS.Math.Content.1.NBT.B.2.a

10 can be thought of as a bundle of ten ones — called a "ten."

NJSLS.Math.Content.1.NBT.B.2.b

The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

NJSLS.Math.Content.1.NBT.B.2.c

The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Use place value understanding and properties of operations to add and subtract.

NJSLS.Math.Content.1.NBT.C.4

Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

NJSLS.Math.Content.1.NBT.C.5

Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

NJSLS.Math.Content.1.NBT.C.6

Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Technology Standard(s)

- 8.1.P.A.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture)
- 8.1.2. A.4 Create a document with text using a word processing program.

Interdisciplinary Connection: Social Studies Standard(s)

- 6.1. P.A.1 Demonstrate an understanding of rules by following most classroom routines.
- 6.1. P.A.3 Demonstrate appropriate behavior when collaborating with others.
- 6.1. P.D.4 Learn about and respect other cultures within the classroom and community.
- 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Essential Question(s)

- How do numbers and mathematical computations behave in the target language?
- How can I use the language to communicate cross culturally regarding numbers and mathematical computations?

Enduring Understandings

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- Mathematical computations behave the same in French, Spanish, and English speaking countries.
- I can use numbers to give basic information and complete some mathematical computations.

In this unit plan, the following 21st Century themes and skills are addressed.

<div>Check all that apply.</div> <div>21st Century Themes</div>			<div>Indicate whether these skills are <i>E</i>-Encouraged, <i>T</i>-Taught, or <i>A</i>-Assessed in this unit by marking <i>E</i>, <i>T</i>, <i>A</i> on the line before the appropriate skill.</div> <div>21st Century Skills</div>	
	X	Global Awareness	E, T, A	Creativity and Innovation
		Environmental Literacy	E, T, A	Critical Thinking and Problem Solving
		Health Literacy	E, T, A	Communication
	X	Civic Literacy	E, T	Collaboration
	X	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

Students Will Be Able To...

- I can count to 100.
- I can count to 100 by 5's, 10's..
- I can say and write dates.
- I can do basic math computations.
- I can say my phone number.
- I can ask others for their phone numbers.
- I can say my age and my date of birth.

General Modifications for heritage speakers and special education students:

- Centers (varied reading, writing, listening, and speaking activities)
- TPR (Total Physical Response)
- TPRS (Teaching Proficiency Through Story Telling)
- Audio and visual presentations
- Leveled readers
- Extra time to complete assessments
- Assessments read aloud to the student
- Manipulatives
- Graphic organizers

Assessments

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Formative, summative and authentic assessments inclusive of:

- Speaking, reading, listening and writing alternative assessments, tests, quizzes, and other alternative assessments.
- Interpretive reading & listening tasks
- Checking for understanding: White boards, signaling, TPR, drawing to demonstrate
- Completed graphic organizers (e.g., unit vocabulary, Venn diagrams)
- Google entries
- Benchmark/Unit Assessments

Formative – La Nochevieja pages 252 – 253

Summative – summarize in their own words what they have learned about New Year’s Eve celebrations in Spain/Haiti

Authentic – Create a diorama of celebrations in Spain/Haiti and United States

The assessment criteria for world languages is dictated by the Board of Education and states the following:

Test Average – 25%

Quiz Average – 20%

Authentic Assessment Average – 25%

Class Performance and Participation – 20%

Homework – 10%

(Teacher may administer assessments for each level of proficiency creatively and addressing special education modifications in areas including but not limited to listening, speaking, writing and reading)

Teaching and Learning Actions

Instructional Strategies	<ul style="list-style-type: none"> - Anticipatory Sets related to music - Web quests - Polls - Breaking down the task - TPR & TPRS - Dictation exercises - Providing step-by-step prompts - Repeated practice
Differentiated Instruction Developing Learners (D1) Expanding Learners (D2)	D1: Provide students various ways to pronounce the vocabulary words. Model pronouncing words. - celebrations; dates – page 250 D2: Role play – read the directions and have students read along. Then pairs. Answer True/False page 252 D3: Students create their own dialogues, using terms/vocabulary words.

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Heritage Language Learners (D3) Multiple Intelligences (D4) Gifted & Talented (D5) Special Education (D6) 504 (D7)	D4: Visual/spatial - students form small groups to create comic strips. D5: Rosetta Stone D6: Snap & Read D7: See 504 plan
<p style="text-align: center;">Activities and Experiences Differentiated</p>	<ul style="list-style-type: none"> - Sequenced Review - Directed Questioning and Responses - Sequence Tasks from Easy to Difficult - Individual/Small-Group/Whole Class Instruction - Think Aloud - Active Participation - Warm-Up Activities - Meaningful Real Life Connections - Modeling - Centers - Goal Setting - Graphic Organizers - Make Predictions - Scaffolding - Extended Form - Draw a Picture - Students share and collaborate on Google Drive - Research - Group presentations - Visual displays - View target language short video clips related to the community.
Resources	
<ul style="list-style-type: none"> • Exploring Spanish/French – 6th • Descubre el Español con Santillana – E - Les Celebraciones pages 250E - 256 • Lyrics Gap • Lingt Classroom) • Symtalk Français 3: • To Write, , In, There is, Numbers, page 19 • To Buy, Clothes, More Colors, page 34 • To Cost, Money, Numbers, page 99 • To Have, 86 o Height/Size, page 86 • Symtalk – hands-on approach to learning a language 	
Suggested Time Frame:	<i>The estimated time is 6 -8 weeks</i>

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Curriculum Design Components

Content Area:	World Languages	Grade(s)	6
Unit Plan Title:	Unit 3: My family		
College and Career Ready Practices			
CRP1. Act as a responsible and contributing citizen and employee.			
CRP2. Apply appropriate academic and technical skills.			
CRP3. Attend to personal health and financial well-being.			
CRP4. Communicate clearly and effectively and with reason.			
CRP5. Consider the environmental, social and economic impacts of decisions.			
CRP6. Demonstrate creativity and innovation.			
CRP7. Employ valid and reliable research strategies.			
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.			
CRP9. Model integrity, ethical leadership and effective management.			
CRP10. Plan education and career paths aligned to personal goals.			
CRP11. Use technology to enhance productivity.			
CRP12. Work productively in teams while using cultural global competence.			
•			
In Unit 3, students will memorize phrases in the target language to ask and answer questions about their family members. Unit coursework will help students review material covered in all previous units. Students will draw upon skills learned in the French/Spanish and Language Arts classroom to discuss different types of families.			
New Jersey Student Learning Standards:			
<u>World Language Standards 7.1:</u> 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.			
○ Interpretive Mode			
▪ 7.1. NM.A.1-Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.			
○ Interpersonal Mode			
▪ 7.1. NM.B.5- Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.			
○ Presentational Mode			
▪ 7.1. NM.C.3- Copy/write words, phrases, or simple guided texts on familiar topics.			
New Jersey Student Learning Standards: (ELA)			

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- [NJSLS.ELA-Literacy.L.K.1f](#) Produce and expand complete sentences in shared language activities.
- [NJSLS.ELA-Literacy.L.K.5a](#) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- [NJSLS.ELA-Literacy.RL.K.1](#) With prompting and support, ask and answer questions about key details in a text.
- [NJSLS.ELA-Literacy.RI.K.7](#) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- [NJSLS.ELA-Literacy.RI.K.10](#) Actively engage in group reading activities with purpose and understanding.
- [NJSLS.ELA-Literacy.L.K.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- [NJSLS.ELA-Literacy.L.K.5c](#) Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- [NJSLS.ELA-Literacy.L.K.6](#) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Technology Standard(s)

- 8.1.P.A.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture)
- 8.1.2. A.4 Create a document with text using a word processing program.

Interdisciplinary Connection: Social Studies Standard(s)

- 6.1. P.A.1 Demonstrate an understanding of rules by following most classroom routines.
- 6.1. P.A.3 Demonstrate appropriate behavior when collaborating with others.
- 6.1. P.D.4 Learn about and respect other cultures within the classroom and community.
- 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Essential Question(s)

- What are families in Francophone/Hispanic countries like?
- How are families in Francophone/Hispanic countries similar and/or different to families in Orange, New Jersey?
- How can I use the French/Spanish language to communicate cross culturally regarding families?

Enduring Understandings

- I understand families can be diverse.
- There are different types of families both in the United States and in Francophone/Hispanic countries.
- All nouns in Spanish have a gender.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving

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X	Health Literacy	E, T, A	Communication
X	Civic Literacy	E, T, A	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

Students Will Be Able To...

- I can ask and answer questions about a family.
- I can identify the members of a nuclear family.
- I can identify masculine and feminine nouns.
- I can make nouns plural.

General Modifications for heritage speakers and special education students:

- Centers (varied reading, writing, listening, and speaking activities)
- TPR (Total Physical Response)
- TPRS (Teaching Proficiency Through Story Telling)
- Audio and visual presentations
- Leveled readers
- Extra time to complete assessments
- Assessments read aloud to the student
- Manipulatives
- Graphic organizers

Assessments

Formative, summative and authentic assessments inclusive of:

- Speaking, reading, listening and writing alternative assessments, tests, quizzes, and other alternative assessments.
- Interpretive reading & listening tasks ; writing prompts
- Checking for understanding: White boards, signaling, TPR, drawing to demonstrate
- Completed graphic organizers (e.g., unit vocabulary, Venn diagrams)
- Google entries
- Benchmark/Unit Assessments

Formative: In pairs, name and introduce family members/extended family members

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Authentic (cultural comparisons): In cooperative groups, students will adapt lyrics to the city or town where they live (Orange). Music may be changed to something more modern. Add instruments. Present.

The assessment criteria for world languages is dictated by the Board of Education and states the following:

Test Average – 25%

Quiz Average – 20%

Authentic Assessment Average – 25%

Class Performance and Participation – 20%

Homework – 10%

(Teacher may administer assessments for each level of proficiency creatively and addressing special education modifications in areas including but not limited to listening, speaking, writing and reading)

Teaching and Learning Actions

<i>Instructional Strategies</i>	<ul style="list-style-type: none"> - Anticipatory Sets related to music - Web quests - Polls - Breaking down the task - TPR & TPRS - Dictation exercises - Providing step-by-step prompts - Repeated practice
<i>Differentiated Instruction</i> Developing Learners (D1) Expanding Learners (D2) Heritage Language Learners (D3) Multiple Intelligences (D4) Gifted & Talented (D5) Special Education (D6) 504 (D7)	D1: Provide students various ways to pronounce the vocabulary words. Model pronouncing words. - family – page 22 – 23 D2: Role play – read the directions and have students read along. Then pairs. Answer True/False page 23 D3: Students create their own dialogues, using terms/vocabulary words. D4: Verbal/linguistic - students research family trees using books online. Challenge students to add as many family members as possible D5: Rosetta Stone D6: Snap & Read/ students focus on one vowel /a/ D7: See 504 plan
<i>Activities and Experiences</i>	<ul style="list-style-type: none"> - Sequenced Review - Directed Questioning and Responses - Sequence Tasks from Easy to Difficult - Individual/Small-Group/Whole Class Instruction - Think Aloud - Active Participation - Warm-Up Activities - Meaningful Real Life Connections - Modeling

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	<ul style="list-style-type: none"> - Centers - Goal Setting - Graphic Organizers - Make Predictions - Scaffolding - Extended Form - Draw a Picture - Students share and collaborate on Google Drive - Research - Group presentations - Visual displays - View target language short video clips related to the community.
Resources	
<ul style="list-style-type: none"> • Exploring Spanish/French – 6th • Descubre el Español con Santillana – E • Descubre EBook- Unit 1 Week “La familia” • Descubre E Textbook- Unit 1 Week 2 “La familia” • Descubre practice book E- pages 8-10 • Descubre flashcards “Familia” • Descubre Audio CD- Tracks 3 and 4 • Hojas de Actividad – 11 and 38 • Biblioteca Tematica: Principiante: ¡Buenos días, Julio y Julia! Intermedio: El diario de Rick: Nuevos amigos Avanzado: El Club de Español explora España • Descubre en Video- Unit 1 Week 2 • Lyrics Gap • Lingt Classroom) • Symtalk Français 3: • Family, Relationship, page 82 • Siblings, Friends, 77 • Playing, Sports, page 41 • Places, avec moi and avec toi, 27 • Beverages, To Drink, page 4 • Other resources: www.languageguide.org (Type: français)- La Famille/Family, Family Tre ▪ Symtalk – hands-on approach to learning a language 	
Suggested Time Frame:	<i>The estimated time is 6 -8 weeks</i>

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See Pacing Chart for more detailed suggestion. Centers may take more than one class period to complete.

Curriculum Design Components

Content Area:	Middle School World Language	Grade(s)	6
Unit Plan Title:	Unit 4- The French/Spanish Alphabet		
College and Career Ready Practices			
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.			
Overview/Rationale			
Unit 4 is designed to provide French/Spanish learners with a foundation in reading and writing that will increase their ability to acquire the language. A study of the unique French/Spanish vowel sounds, and basic decoding, will allow students to easily read and spell most French/Spanish words correctly.			
New Jersey Student Learning Standards:			
World Language Standards 7.1: 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. <ul style="list-style-type: none">○ Interpretive Mode<ul style="list-style-type: none">▪ 7.1. NM.A.2- Demonstrate comprehension of simple. oral and written directions, commands, and requests through appropriate physical response.○ Interpersonal Mode			

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- 7.1. NM.B.3- Imitate appropriate gestures of simple oral and written directions, commands and requests through appropriate physical response.
- 7.1. NM.B.5-Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.
- **Presentation Mode**
 - 7.1. NM.C.3- Copy/write words, phrases, or simple guided texts on familiar topics.
 - 7.1. NM.C.4- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

New Jersey Student Learning Standards: (ELA)

- [NJSLS.ELA-Literacy.L.K.1f](#) Produce and expand complete sentences in shared language activities.
- [NJSLS.ELA-Literacy.L.K.4a](#) Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- [NJSLS.ELA-Literacy.RL.K.1](#) With prompting and support, ask and answer questions about key details in a text.
- [NJSLS.ELA-Literacy.RI.K.10](#) Actively engage in group reading activities with purpose and understanding.
- [NJSLS.ELA-Literacy.RF.K.2a](#) Recognize and produce rhyming words.
- [NJSLS.ELA-Literacy.RF.K.2b](#) Count, pronounce, blend, and segment syllables in spoken words.
- [NJSLS.ELA-Literacy.RF.K.2c](#) Blend and segment onsets and rimes of single-syllable spoken words.
- [NJSLS.ELA-Literacy.RF.K.2d](#) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
- [NJSLS.ELA-Literacy.RF.K.3a](#) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- [NJSLS.ELA-Literacy.RF.K.4](#) Read emergent-reader texts with purpose and understanding.

Technology Standard(s)

- 8.1.P.A.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture)
- 8.1.2. A.4 Create a document with text using a word processing program.

Interdisciplinary Connection: Social Studies Standard(s)

- 6.1. P.A.1 Demonstrate an understanding of rules by following most classroom routines.
- 6.1. P.A.3 Demonstrate appropriate behavior when collaborating with others.
- 6.1. P.D.4 Learn about and respect other cultures within the classroom and community.
- 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Essential Question(s)

- What makes vowels in French/Spanish simpler or more difficult than English vowels?
- How are consonants and vowels blended in French/Spanish to form words?
- How is reading French/Spanish text the same or different than reading English text?

Enduring Understandings

- Knowing the sounds French/Spanish vowels make helps me begin to read fluently in the language.
- I should never move my mouth when I produce a single vowel sound in Spanish.
- Not all consonants produce the same sound in Spanish as they do in English.

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In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
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<input checked="" type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

Students Will Be Able To...

- I can say and pronounce all letters of the alphabet.
- I can spell my name and the name of a classmate.
- I can identify letters and vowels of the alphabet.
- I can perform basic decoding tasks.
- I can complete basic dictation exercises.

General Modifications for heritage speakers and special education students:

- Centers (varied reading, writing, listening, and speaking activities)
- TPR (Total Physical Response)
- TPRS (Teaching Proficiency Through Story Telling)
- Audio and visual presentations
- Leveled readers
- Extra time to complete assessments
- Assessments read aloud to the student
- Manipulatives
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Assessments

Formative, summative and authentic assessments inclusive of:

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Teaching and Learning Actions

<i>Instructional Strategies</i>	<ul style="list-style-type: none"> - Anticipatory Sets related to music - Web quests - Polls - Breaking down the task - TPR & TPRS - Dictation exercises - Providing step-by-step prompts - Repeated practice
<i>Differentiated Instruction</i> Developing Learners (D1) Expanding Learners (D2) Heritage Language Learners (D3) Multiple Intelligences (D4) Gifted & Talented (D5) Special Education (D6) 504 (D7)	D1: Provide students various ways to pronounce the vocabulary words. Model pronouncing words – page 24/25 (vowels) D2: Role play – read the directions and have students read along. Then pairs. Answer True/False page 252 D3: Students provide other words for family members making sure they are pronounced and spelled correctly D4: Visual/spatial - students form small groups to create comic strips of family members D5: Rosetta Stone D6: Snap & Read D7: See 504 plan
<i>Activities and Experiences</i>	<ul style="list-style-type: none"> - Sequenced Review - Directed Questioning and Responses

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	<ul style="list-style-type: none"> - Sequence Tasks from Easy to Difficult - Individual/Small-Group/Whole Class Instruction - Think Aloud - Active Participation - Warm-Up Activities - Meaningful Real Life Connections - Modeling - Centers - Goal Setting - Graphic Organizers - Make Predictions - Scaffolding - Extended Form - Draw a Picture - Students share and collaborate on Google Drive - Research - Group presentations - Visual displays - View target language short video clips related to the community.
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Suggested Time Frame:	<i>The estimated time is 6 -8 weeks</i>

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Thanks to Vineland Public Schools, Vineland NJ