

Subject Area: Spanish
Grade Level: 6

Bedminster Township School

Unit: 1

¡Hola! ¿Cómo estás? - Hi, how are you?

Dates: September - October

Time Frame: 12 days /4 weeks

Overview

In this unit, students will learn to use the target language in the three modes of communication to explore formal and informal greetings displayed by cultural practices. They consider which characteristics of a community are shared across cultures.

Core Idea:

Interpretive Mode of Communication: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Interpersonal Mode of Communication: Is the exchange of communication among people with opportunity to bargain for meaning. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

Presentational Mode of Communication: Involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

Enduring Understandings

- **Interpretive:** They interpret authentic written and video/audio texts such as school newsletter, online advertisements and short video clips that focus on greetings in Spanish-speaking countries and the Spanish alphabet.
- **Interpersonal:** They 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 formal vs. informal greetings in Spanish-speaking countries.
- **Presentational:** They use lists, chunks of language and memorized phrases to talk and compare greetings across cultures.

Skill and Knowledge Objectives

- Watch and listen to information about greetings
- Read, listen to information about how to ask how someone is
- Read and listen to information about classroom directions and commands
- Read and listen to information about the alphabet



Interpretive

- Greet and introduce yourself to others
- Use correct leave-taking phrases
- Ask how others are
- Talk and respond to classroom commands



Interpersonal

- Present information about appropriate greetings, introductions, and leave-takings
- Present information about the Spanish alphabet



Assessments

Pre-Assessment:

- Preview/ review of unit - student edition -pre unit www.savvas.com

Formative Assessment:

- Assessment program
- With remediation

Self-Reflection/Self-Assessment:

- Respond to the question "¿Qué puedes hacer con lo que aprendiste?" What can you do with what you have learned?
- Self assessment test online/Repaso del capitulo www.savvas.com
- Teacher's Edition-pre unit pages 1-12
- Student Edition-pre unit 1 pages 1-12

Summative Assessment:

- Assessment program online assessment - www.savvas.com
- Assessment program for Spanish- Heritage Learner
- Alternative assessment program

Resources

- Auténtico 1 textbook, workbook, interactive global map, whiteboard, literacy skills book, video, quizlet, vocaroo, screencastify, voicethread, and resources for the Spanish program online

Standards

NJ Student Learning Standards for (Content Area):

- **7.1.NL.IPRET.1:** Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words bulleted lists, and/or captions.
- **7.1.NL.IPRET.2:** Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- **7.1.NL.IPRET.3:** Recognize a few common gestures associated with the target culture(s).
- **7.1.NL.IPRET.4:** Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
- **7.1.NL.IPERS.1:** Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- **7.1.NL.IPERS.2:** With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- **7.1.NL.IPERS.3:** Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- **7.1.NL.IPERS.4:** React to a few procedural instructions, directions, and commands in classroom situations.
- **7.1.NL.IPERS.5:** Enact a few culturally authentic gestures when greeting others and during leave takings.
- **7.1.NL.IPERS.6:** Share with others the names of a few memorized and practiced words and phrases

related to climate change in the target culture(s) and in students' own cultures.

- **7.1.NL.PRSNT.1:** Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- **7.1.NL.PRSNT.2:** Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- **7.1.NL.PRSNT.3:** Imitate a few culturally authentic gestures when greeting others and during leave takings.
- **7.1.NL.PRSNT.4:** State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

2014 NJ Core Curriculum Content Standards - Technology and Career Readiness, Life Literacies and Key Skills

Technology

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness, Life Literacies and Key Skills

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally

Social and Emotional Competencies - activities/topics [optional]

- <https://www.centervention.com/critical-thinking-worksheet/>

Unit 1: ¡Hola! ¿Cómo estás? - Hi, how are you?

<p>Lesson 1: Chapter Opener</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Student/Teacher's textbooks</i> • <i>Interactive Board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Read "can do statements" 2) Read and discuss "Arte y Cultura" - greetings 3) Recycle vocabulary/ brainstorm 4) Listening activity - p.4 	<p>Lesson 2: Vocabulario en contexto</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> • <i>Blank master - flashcards</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Introduce vocabulary 2) Flashcards activity 3) Compare cognate words 4) Listening activities 5) Model pronunciation of vocabulary 	<p>Lesson 3: Vocabulario en uso</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Videocultura</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Matching vocabulary activity 2) Video activity 3) Exploración del lenguaje - Titles 4) Practice workbook 5) Annunciation practice www.vocaroo.com <p style="text-align: center;">Cultures</p>	<p>Lesson 4: Vocabulario en uso</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Word Search 2) Communicative activity - saying hi and goodbye 3) Reading activity 4) Writing and listen - group activity 5) Reading activity 	<p>Lesson 5: Vocabulario en uso</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcard activity-hide and seek 2) Communicative activity - p.3 3) Chart activity - formal or Informal 4) Recording activity p.5 www.savvas.com <p style="text-align: center;">Communicate</p>
<p>Lesson 6: Assessment/Commands</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Assessment program</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete assessment 2) Introduce Commands 3) Monkey see, monkey do activity 	<p>Lesson 7: Commands</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Review vocabulary 2) Simon says activity 3) Communicative activity 4) Listening activity 5) Word search 	<p>Lesson 8: Commands and Culture</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Videocultura</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Review vocab - greetings and commands 2) Pair group activity 3) Reading activity 4) Class discussion 5) Ticket to leave activity 	<p>Lesson 9: Alphabet</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Introduce the alphabet 2) Model anunciation of letters 3) Listening activity - textbook p.12 4) Online activity - www.vocaroo.com 5) Compare and contrast alphabets 	<p>Lesson 10: Alphabet</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Youtube activity 2) Sing along the ABC's 3) Workbook activity 4) Commands and spelling in Spanish 5) Discussion - Compare alphabets <p style="text-align: center;">Connections/ Comparisons</p>
<p>Lesson 11: Conversación en vivo</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Exploración del lenguaje p.2 2) Practice greetings - pair group activity 3) Venn diagram activity 4) Peer editing 5) Ticket to leave 	<p>Lesson 12: Presentation</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Mystery guest from the community 2) Writing activity - write observation about guest 3) Discuss observation 4) Discuss Rubric for presentation 5) Begin presentation <p style="text-align: center;">Communities</p>	<p>Lesson 13: Presentation</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Continuation of presentation 2) Constructive criticism/feedback session 3) Reflect on how useful is to learn a second language 		

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) by:

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Subject Area: Spanish
Grade Level: 6

Bedminster Township School

Unit: 2

¿Cuándo es tu cumpleaños? - When is your birthday?

Dates: November - December

Time Frame: 12 days /4 weeks

Overview

In this unit, students learn to use the target language in the three modes of communication to explore events and components in a cultural calendar. They compare and contrast perspectives with their home culture.

Core Idea:

Interpretive Mode of Communication: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Interpersonal Mode of Communication: Is the exchange of communication among people with opportunity to bargain for meaning. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

Presentational Mode of Communication: Involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

Enduring Understandings

- **Interpretive:** They interpret authentic written and video/audio texts such as articles, school website and short clips from sites such as YouTube that focus on the calendar and target cultures.
- **Interpersonal:** They 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 the components of a cultural calendar.
- **Presentational:** They use lists, chunks of language and memorized phrases to present their calendar and show the differences that exist among cultures.

Skill and Knowledge Objectives

- Read and listen to information about numbers
- Read and listen to information about the calendar
- Read and listen to information about weather and seasons



Interpretive

- Provide others with the correct numbers of things
- Ask and provide others the date or day of the week
- Talk about the weather



Interpersonal

- Write the correct numbers of things
- Present information about the seasons and weather
- Present information about the dates, days of the week and calendar



Presentational

Assessments

Pre-Assessment:

- Preview/ review of unit - student edition, pp. 18-21

Formative Assessment:

- Assessment program, pp. P-1 p.8, prueba P-2 p.9 with remediation

Self-Reflection/Self-Assessment:

- Respond to the question "¿Qué puedes hacer con lo que aprendiste?" What can you do with what you have learned?
- Self assessment test online/Repaso del capitulo
- Teacher's Edition, pp. 22-23
- Student Edition, pp. 22-23

Summative Assessment:

- Assessment program, pp. 11-12 (listening, reading, speaking, writing and culture knowledge)
- Assessment program for Spanish- Heritage Learner, pp.11-12
- Alternative assessment program, pp. 1-2

Resources

- Auténtico 1 textbook, workbook, interactive global map, whiteboard, literacy skills book, video, quizlet, vocaroo, screencastify, voicethread, and resources for the Spanish program online

Standards

NJ Student Learning Standards for (Content Area):

- **7.1.NL.IPRET.1:** Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words bulleted lists, and/or captions.
- **7.1.NL.IPRET.2:** Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- **7.1.NL.IPRET.3:** Recognize a few common gestures associated with the target culture(s).
- **7.1.NL.IPRET.4:** Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
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- **7.1.NL.IPERS.4:** React to a few procedural instructions, directions, and commands in classroom situations.
- **7.1.NL.IPERS.5:** Enact a few culturally authentic gestures when greeting others and during leave takings.
- **7.1.NL.IPERS.6:** Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

- **7.1.NL.PRSNT.1:** Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- **7.1.NL.PRSNT.2:** Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- **7.1.NL.PRSNT.3:** Imitate a few culturally authentic gestures when greeting others and during leave takings.
- **7.1.NL.PRSNT.4:** State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

2014 NJ Core Curriculum Content Standards - Technology, and Career Readiness, Life Literacies and Key Skills

Technology

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Career Readiness, Life Literacies and Key Skills

- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Social and Emotional Competencies - activities/topics [optional]

Unit 2: ¿Cuándo es tu cumpleaños? - When is your birthday?

<p>Lesson 1: Chapter Opener</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Student/Teacher's textbooks</i> • <i>Interactive Board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Read "can do statements" 2) Read and discuss "Arte y Cultura" 3) Recycle vocabulary - numbers commands and ABC's 4) Listening activity - p.7 	<p>Lesson 2: Vocabulario en contexto</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> • <i>Blank master - flashcards</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Introduce vocabulary 2) Flashcards activity 3) Compare cognate words 4) Model pronunciation of vocabulary 5) Listening activities 	<p>Lesson 3: Vocabulario en contexto</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Videocultura</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcard activities - matching 2) Video activity - Culture 3) Class discussion 4) Word search 5) Days of the week song 	<p>Lesson 4: Vocabulatio en uso</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Videocultura</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcards activity - hide and seek 2) Days of the week/month of the year song 3) Aztec calendar 4) Jamboard activity 5) Ticket to leave <p style="text-align: center;">Cultures</p>	<p>Lesson 5: Vocabulario en uso Days of the week and months of the year</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcards activity - touch and call out word 2) Workbook activity 3) Days of the week song 4) Months of the year 5) Summative activity/Post it note
<p>Lesson 6: Days of the week and months of the year</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Sparkle game -Chispa 2) Reading activity - calendar 3) Writing activity 4) Communicative activity p.7 5) Ticket to leave <p style="text-align: center;">Communicate</p>	<p>Lesson7: Assessment</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> • <i>Assessment program</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Vocabulary assessment 2) Calendar Project 3) Rubric discussion 	<p>Lesson 8: Numbers 1-1000</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> • <i>Online resources</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Review numbers 1-50 2) Reference number sheet to find patterns of numbers 3) Screencastify activity 4) Communicative activity- counting by 2,5, and 10 5) Math activities - adding and subtracting 	<p>Lesson 9: Numbers 1-1000</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> • <i>Online audio</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Listening activity 2) Compare and contrasts word numbers in Spanish and English 3) Workbook activity 4) Writing activity - group work, sequence numbers 5) Ticket to leave <p style="text-align: center;">Comparisons</p>	<p>Lesson 10: Numbers 1- 1000</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Scavenger hunt activity 2) Communicative activity- math adding/subtracting numbers 3) Reading activity p. 8 4) Math worksheet 5) Count by 50 and 100 - group activity
<p>Lesson 11: Weather and seasons</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> • <i>Online Atlas</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Introduce vocabulary p. 18 2) Model annunciation 3) Touch and say the words p.18 4) Reading activity- Northern/southern Hemispheres 5) Listening activity p.19 	<p>Lesson 12: Weather and seasons</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Review vocabulary - compare cognates words 2) Practice vocabulary - ABC order 3) Communicative activity - fill in the blank (this is.....) 4) Workbook activity 5) Online research for El niño 6) Share findings of research <p style="text-align: center;">Connections</p>	<p>Lesson 13: Weather and seasons</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Practice vocabulary- today's date and weather 2) Listening activity - Bedminster temperatures and weather 3) Classify vocab -months-weather -seasons 4) Birth date activity 5) Ticket to leave <p style="text-align: center;">Communities</p>	<p>Lesson14: Weather, seasons, numbers, months of the year and days of the week</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Culminating project calendar 2) Discuss project and rubric work on project 3) Review of unit - Q&A 4) Complete pre-assessment - www.Savvas.com 	<p>Lesson 15: Unit Assessment</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Assessment program</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete assessment

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Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) by:

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Subject Area: Spanish
Grade Level: 6

Bedminster Township School

Unit: 3

Mis amigos y yo - My friends and I

Dates: January - February

Time Frame: 12 days /4 weeks

Overview

In this unit, students learn to use the target language in the three modes of communication to explore the activities that people do in their free time. They compare how teens socialize across cultures.

Core Idea:

Interpretive Mode of Communication: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Interpersonal Mode of Communication: Is the exchange of communication among people with opportunity to bargain for meaning. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

Presentational Mode of Communication: Involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

Enduring Understandings

- **Interpretive:** They interpret authentic written and video/audio texts such as magazines, blogs, and teens comments that focus on leisure activities and preferences.
- **Interpersonal:** They 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 their leisure activities and preferences.
- **Presentational:** They use lists, chunks of language and memorized phrases to talk about leisure activities. They compare and contrast leisure activities and preferences across cultures.

Skill and Knowledge Objectives

- Read and listen to information about leisure and recreational activities
- Read and listen to information about leisure activities and activity preferences
- Listen to and watch a video about volunteer activities
- Listen and watch a video about traditional dances
- Listen to and understand information about after-school activities



Interpretive

- Talk about leisure and recreational activities
- Talk and write messages about preferences in leisure activities
- Talk about dances and music from Spanish-speaking countries



Interpersonal

- Present information on preferences in leisure activities
- Discuss outdoor cafes as popular places to relax with friends



Presentational

Assessments

Pre-Assessment:

- Preview/ review of unit - student edition, pp. 40-45

Formative Assessment:

- Assessment program, pp. 1A-1 pp.13-14, prueba 1A-2 pp.15-16 with remediation

Self-Reflection/Self-Assessment:

- Respond to the question "¿Qué puedes hacer con lo que aprendiste?" What can you do with what you have learned?
- Self assessment test online/Repaso del capítulo
- Teacher's Edition, pp. 46-47
- Student Edition, pp. 46-47

Summative Assessment:

- Assessment program, pp. 19-25 (listening, reading, speaking, writing and culture knowledge)
- Assessment program for Spanish- Heritage Learner, pp.19-25
- Alternative assessment program, pp.3-7

Resources

- Auténtico 1 textbook, workbook, interactive global map, whiteboard, literacy skills book, video, quizlet, vocaroo, screencastify, voicethread, and resources for the Spanish program online

Standards

NJ Student Learning Standards for (Content Area):

- **7.1.NL.IPRET.1:** Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words bulleted lists, and/or captions.
- **7.1.NL.IPRET.2:** Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- **7.1.NL.IPRET.3:** Recognize a few common gestures associated with the target culture(s).
- **7.1.NL.IPRET.4:** Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
- **7.1.NL.IPERS.1:** Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- **7.1.NL.IPERS.2:** With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- **7.1.NL.IPERS.3:** Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- **7.1.NL.IPERS.4:** React to a few procedural instructions, directions, and commands in classroom situations.
- **7.1.NL.IPERS.5:** Enact a few culturally authentic gestures when greeting others and during leave takings.
- **7.1.NL.IPERS.6:** Share with others the names of a few memorized and practiced words and phrases

related to climate change in the target culture(s) and in students' own cultures.

- **7.1.NL.PRSNT.1:** Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- **7.1.NL.PRSNT.2:** Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- **7.1.NL.PRSNT.3:** Imitate a few culturally authentic gestures when greeting others and during leave takings.
- **7.1.NL.PRSNT.4:** State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

2014 NJ Core Curriculum Content Standards - Technology, Art, and Career Readines,Life Literacies and Key Skills

Technology

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Career Readiness, Life Literacies and Key Skills

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Art

- 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

Social and Emotional Competencies - activities/topics [optional]

- <https://www.centervention.com/how-to-be-a-good-friend/>

Unit 3: Mis amigos y yo - My friends and I

<p>Lesson 1: Chapter Opener</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Student/Teacher's textbooks</i> • <i>Interactive Board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Read "can do statements" 2) Read and discuss "Arte y Cultura" - Picasso 3) Recycle vocabulary 4) Listening activity - p.26 	<p>Lesson 2: Vocabulario en contexto</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> • <i>Blank master - flashcards</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Introduce vocabulary 2) Flashcards activity 3) Compare cognate words 4) Listening activity 5) Model pronunciation of vocabulary 	<p>Lesson 3: Vocabulario en contexto</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online atlas</i> • <i>Videocultura</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcards activity - matching words 2) Listening activities 1-2 p. 27 3) Reading activity -skit 4) Writing activity - yes/no answers 5) Video activity 	<p>Lesson 4: Vocabulario en uso</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> • <i>Online audio</i> • <i>Laptops</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcards activity-hide and seek 2) Listening activity p. 28 3) Crossword puzzle 4) Communicative activity - " say it one more time" 5) Ticket to leave activity 	<p>Lesson 5: Vocabulario en uso</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Videocultura</i> • <i>Interactive board</i> • <i>Laptops</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcards race activity 2) Communicative activity-preferences 3) Writing activity - p.30 4) Workbook activity 5) Communicative activity www.vocaroo.com <p style="text-align: center;">Communicate</p>
<p>Lesson 6: Vocabulario en uso</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Fly swatters</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcard activity - group work listening and writing vocab 2) Communicative activity- likes/dislikes 3) Writing activity p.30 4) Fly sweater activity - board game 5) Ticket to leave 	<p>Lesson7: Vocabulary Assessment/infinitives verbs in Spanish and English</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> • <i>Assessment program</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete vocab quiz 2) Reading activity p.32 3) Identify verbs - vocab 4) Listening activity p.32 5) Venn - diagram activity 	<p>Lesson 8: Infinitives verbs</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Workbooks</i> • <i>Laptops</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Online program activity 2) Chart activity 3) Class survey 4) Workbook activity 5) Communicative activity p.33 	<p>Lesson 9: Negative statements</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Introduce negative Statements p. 36 2) Listening activity 3) Reading activity - a negative person 4) Writing activity p.36 5) Communicative activity - double negatives in Spanish 	<p>Lesson 10: Negative statement/agreement and disagreement</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Videocultura</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Negative statements and disagreement p.38 2) Reading and writing activities - opinions 3) Video activity 4) Writing activity - pair group 5) SEL activity agreement/disagreement
<p>Lesson 11: Agreement/disagreement</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online program</i> • <i>Interactive board</i> • <i>Laptops</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Review expressions for agreement/disagreement 2) Writing activity p.39 3) Reading activity -online magazine 4) Communicative activity - state preferences, likes and dislikes P.43 5) Post -it - Note activity 	<p>Lesson 12: Culture - Dances from Spanish speaking countries.</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Videocultura</i> • <i>Interactive board</i> • <i>Laptops</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Reading activity p.42 2) Video activity - our community 3) Writing activity 4) Steps to dance Salsa, Mambo, Flamenco, Cumbia, Merengue and Tango 5) www.Youtube.com https://www.youtube.com/watch?v=wV8cDpJa2f4 <p style="text-align: center;">Cultures/ Communities</p>	<p>Lesson 13: Review of Unit</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Interactive board</i> • <i>Laptops</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete pre-assessment - www.Savvas.com 2) Review chapter's material - Q&A 3) Ticket to leave activity 	<p>Lesson14: Chapter Assessment - Listening, reading and speaking skills</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Assessment program</i> • <i>Rubric</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete assessment 	<p>Lesson 15: Chapter assessment- Writing and Culture knowledge</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Assessment program</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete assessment

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) by:

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Subject Area: Spanish
Grade Level: 6

Bedminster Township School

Unit: 4

Y tú, ¿cómo eres? - And you, what are you like?

Dates: March - April

Time Frame: 12 days /4 weeks

Overview

In this unit, students will learn to use the target language in the three modes of communication to explore personality traits and friendship in Spanish-speaking countries. They compare and contrast the concept of friendship to the home culture.

Core Idea:

Interpretive Mode of Communication: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Interpersonal Mode of Communication: Is the exchange of communication among people with opportunity to bargain for meaning. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

Presentational Mode of Communication: Involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

Enduring Understandings

- **Interpretive:** They interpret authentic written and video/audio texts such as interviews, newspaper ads and short video clips that focus on personality traits.
- **Interpersonal:** They 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 friendship and personality traits.
- **Presentational:** They use lists, chunks of language and memorized phrases to describe personality traits while they talk about friendship across cultures.

Skill and Knowledge Objectives

- Listen to and read information about personality traits
- Listen to and watch a video about personality traits
- Listen and identify gender of nouns
- Read a personality quiz based on color association



Interpretive

- Talk about personality traits
- Talk about themselves and each other
- Talk and write about your personality traits
- Talk about activities



Interpersonal

- Present descriptions of traits of themselves and others
- Use poetry to express and describe themselves
- Describe your personality to others



Presentational

Assessments

Pre-Assessment:

- Preview/ review of unit - student edition, pp. 64-69

Formative Assessment:

- Assessment program, pp. 1B-1 pp.26-27, prueba 1B-2 pp. 28-29 with remediation

Self-Reflection/Self-Assessment:

- Respond to the question "¿Qué puedes hacer con lo que aprendiste?" What can you do with what you have learned?
- Self assessment test online/Repaso del capitulo
- Teacher's Edition, pp. 70-71
- Student Edition, pp. 70-71

Summative Assessment:

- Assessment program, pp. 33-40 (listening, reading, speaking, writing and culture knowledge)
- Assessment program for Spanish- Heritage Learner, pp.33-40
- Alternative assessment program, pp. 8-12

Resources

- Auténtico 1 textbook, workbook, interactive global map, whiteboard, literacy skills book, video, quizlet, vocaroo, screencastify, voicethread, and resources for the Spanish program online

Standards

NJ Student Learning Standards for (Content Area):

- **7.1.NL.IPRET.1:** Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words bulleted lists, and/or captions.
- **7.1.NL.IPRET.2:** Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- **7.1.NL.IPRET.3:** Recognize a few common gestures associated with the target culture(s).
- **7.1.NL.IPRET.4:** Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
- **7.1.NL.IPERS.1:** Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- **7.1.NL.IPERS.2:** With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- **7.1.NL.IPERS.3:** Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- **7.1.NL.IPERS.4:** React to a few procedural instructions, directions, and commands in classroom situations.
- **7.1.NL.IPERS.5:** Enact a few culturally authentic gestures when greeting others and during leave takings.
- **7.1.NL.IPERS.6:** Share with others the names of a few memorized and practiced words and phrases

related to climate change in the target culture(s) and in students' own cultures.

- **7.1.NL.PRSNT.1:** Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- **7.1.NL.PRSNT.2:** Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- **7.1.NL.PRSNT.3:** Imitate a few culturally authentic gestures when greeting others and during leave takings.
- **7.1.NL.PRSNT.4:** State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

2014 NJ Core Curriculum Content Standards - Technology, and Career Readiness, Life Literacies and Key Skills

Technology

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness, Life Literacies and Key Skills

- 9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Social and Emotional Competencies - activities/topics [optional]

- <https://www.centervention.com/all-about-me-worksheet-resource-for-elementary-educators-and-parents/>

Unit 4: Y tú, ¿cómo eres? - And you, what are you like?

<p>Lesson 1: Chapter Opener</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Student/Teacher's textbooks</i> • <i>Interactive Board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Read "can do statements" 2) Read and discuss "Arte y Cultura" Frida Kahlo 3) Recycle vocabulary 4) Listening activity p. 50 5) Discuss careers for which learning Spanish is an asset <p style="text-align: center;">Communities</p>	<p>Lesson 2: Vocabulario en contexto</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> • <i>Blank master - flashcards</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Introduce vocabulary 2) Flashcards activity 3) Compare cognate words 4) Listening activities 1-2 p.51 5) Model pronunciation of vocabulary 	<p>Lesson 3: Vocabulario en contexto</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Videocultura</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcards activity - matching 2) Listening comprehension p.52 3) Video activity 4) Writing activity p.53 5) Reading activity "two friends" 	<p>Lesson 4: Vocabulario en uso</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Workbooks</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcards activity - categorize words 2) Speaking activity - shout the word 3) Wordsearch 4) Writing activity - group work 5) Workbook activity 5) Ticket to leave activity 	<p>Lesson 5: Vocabulario en uso</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online program</i> • <i>Videocultura</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcards activity - hide and seek 2) Writing activity p. 52 3) Jeopardy game 4) Online activity 5) Communicative activity - describe classmate <p style="text-align: center;">Communicative</p>
<p>Lesson 6: Vocabulario en uso</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Scholastics Magazines</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcards activity 2) Communicative activity 3) Reading activity - Hola magazine 4) Writing activities 4-5 p.54 5) Post it note - what I know and do not know 	<p>Lesson 7: Assessment/Culture</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Assessment program</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete vocabulary quiz 2) Reading activity - p.66 3) Compare the concept of Friendship in Spanish-speaking countries and the US 4) Explain perspectives of cultures - observation vs. judging <p style="text-align: center;">Cultures</p>	<p>Lesson 8: Adjectives</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Reading activity p.55 2) Discuss adjectives in Spanish and English 3) Writing activity p.55 4) Communicative activity - pair Group-how is....? 5) Charades activity <p style="text-align: center;">Comparisons</p>	<p>Lesson 9: Adjectives</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Review vocab-adjectives 2) Listening and writing activities 8-10 p.56 3) Communicative activity - take one adjective, leave one adjective(say what you are and what you are not) 4) Writing activity - pass the paper please 5) Ticket to leave activity 	<p>Lesson 10: Articles in Spanish and English</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> • <i>Workbooks</i> • <i>Laptops</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Explain the articles "the, a and an" reference p.60 2) Listening activity - write what your hear. 3) Online activity 4) Workbook activity 5) Communicative activity
<p>Lesson 11: Articles</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Review articles in Spanish 2) Reading activity p. 61 3) Writing activity - scramble sentences 4) Self quiz p. 64 colors and personalities 5) Communicative activity 	<p>Lesson 12: What are you like ?</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook editions</i> • <i>Interactive board</i> • <i>Laptops</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Diamond shape poem project - show examples 2) Explain rubric 3) Writing activity - rough draft 4) Peer editing <p style="text-align: center;">Connections</p>	<p>Lesson 13: Review of Unit</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> • <i>Laptops</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Finish Diamond-shape poem 2) Complete pre-assessment - www.Savvas.com 3) Review chapter's material - Q&A 4) Ticket to leave activity 	<p>Lesson 14: Chapter Assessment - Listening, reading and speaking skills</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Assessment program</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete assessment 	<p>Lesson 15: Chapter assessment- Writing and Culture knowledge</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Assessment program</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete assessment

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) by:

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Subject Area: Spanish
Grade Level: 6

Bedminster Township School

Unit: 5

Tu día en la escuela - Your school day

Dates: April - May

Time Frame: 12 days /4 weeks

Overview

In this unit, students learn to use the target language in the three modes of communication to explore the role of education in the home and target culture by comparing and contrasting education in both cultures.

Core Idea:

Interpretive Mode of Communication: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Interpersonal Mode of Communication: Is the exchange of communication among people with opportunity to bargain for meaning. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

Presentational Mode of Communication: Involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

Enduring Understandings

- **Interpretive:** They interpret authentic written and video/audio texts such as school websites , blogs, educational articles, and student commentary that focus on the role of education.
- **Interpersonal:** They 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 the role of education.
- **Presentational:** They use sentence level discourse to compare and contrast the role of education in both cultures while exploring the cultural products and practices associated with education.

Skill and Knowledge Objectives

- Listen to and read descriptions of school subjects, schedule and supplies
- Listen to an authentic video about mathematics in Spanish-speaking countries



Interpretive

- Talk about homework, classes, preferences in school subjects and activities
- Talk and write messages about people and schedules at school
- Compare your school day with those of students in Spanish-speaking countries



Interpersonal

- Present information about school activities, school subjects, schedules and supplies
- Present a chart stating what classes and activities you and your friends have in common



Presentational

Assessments

Pre-Assessment:

- Preview/ review of unit - student edition, pp. 90-95

Formative Assessment:

- Assessment program, pp. 2A-1 pp. 41-42, prueba 2A-2 pp.43-44 with remediation

Self-Reflection/Self-Assessment:

- Respond to the question “¿Qué puedes hacer con lo que aprendiste?” What can you do with what you have learned?
- Self assessment test online/Repaso del capítulo
- Teacher’s Edition, pp. 96-97
- Student Edition, pp. 96-97

Summative Assessment:

- Assessment program, pp. 47-53 (listening, reading, speaking, writing and culture knowledge)
- Assessment program for Spanish- Heritage Learner, pp.47-53
- Alternative assessment program, pp. 13-18

Resources

- Auténtico 1 textbook, workbook, interactive global map, whiteboard, literacy skills book, video, quizlet, vocaroo, screencastify, voicethread, and resources for the Spanish program online.

Standards

NJ Student Learning Standards for (Content Area):

- **7.1.NL.IPRET.1:** Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words bulleted lists, and/or captions.
- **7.1.NL.IPRET.2:** Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- **7.1.NL.IPRET.3:** Recognize a few common gestures associated with the target culture(s).
- **7.1.NL.IPRET.4:** Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
- **7.1.NL.IPERS.1:** Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- **7.1.NL.IPERS.2:** With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- **7.1.NL.IPERS.3:** Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- **7.1.NL.IPERS.4:** React to a few procedural instructions, directions, and commands in classroom situations.
- **7.1.NL.IPERS.5:** Enact a few culturally authentic gestures when greeting others and during leave takings.
- **7.1.NL.IPERS.6:** Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
- **7.1.NL.PRSNT.1:** Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- **7.1.NL.PRSNT.2:** Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- **7.1.NL.PRSNT.3:** Imitate a few culturally authentic gestures when greeting others and during leave takings.
- **7.1.NL.PRSNT.4:** State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own culture.

2014 NJ Core Curriculum Content Standards - Technology and Career Readiness, Life Literacies and Key Skills

Technology

- **8.1.5.DA.5:** Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness, Life Literacies and Key Skills

- **9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- **9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Social and Emotional Competencies - activities/topics [optional]

<https://www.kickboardforschools.com/sel-social-emotional-learning/popular-social-emotional-learning-sel-activities-in-the-classroom/>

Unit 5: Tu día en la escuela - Your school

<p>Lesson 1: Chapter Opener</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <i>Student/Teacher's textbooks</i> ● <i>Interactive Board</i> ● <i>Online audio</i> ● <i>Online Atlas</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Read "can do statements" 2) Read and discuss "Arte y Cultura" Xavier Cortada 3) Recycle vocabulary 4) Listening activity - p. 74 5) Discuss why English-speakers in the community are interested in learning Spanish <p>Communities</p>	<p>Lesson 2: Vocabulario en contexto</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <i>Teacher's /students textbook edition</i> ● <i>Interactive board</i> ● <i>Blank master - flashcards</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Introduce vocabulary p.75 2) Flashcards activity 3) Compare cognate words 4) Listening activities 1-2 p.75 5) Model pronunciation of vocabulary <p>Comparisons</p>	<p>Lesson 3: Vocabulario en contexto</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <i>Teacher's /students textbook edition</i> ● <i>Online Atlas</i> ● <i>Videocultura</i> ● <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcards activity - matching 2) Reading activity p. 76 3) Answer yes/no answers 4) Listening activity - school schedule 5) Writing activity p.78 	<p>Lesson 4: Vocabulario en uso</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <i>Teacher's /students textbook edition</i> ● <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcards activity-hide and seek 2) Communicative activity p.79 3) Listening activity p.80 4) Word search 5) Tic-tac-toe 6) Ticket to leave activity <p>Communicate</p>	<p>Lesson 5: Vocabulario en uso</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <i>Teacher's /students textbook edition</i> ● <i>Workbooks</i> ● <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcards activity-say and touch the word 2) Jeopardy game 3) Workbook 4) Writing activity p.79 5) Communicative activity p.80
<p>Lesson 6: Vocabulario en uso</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <i>Teacher's /students textbook edition</i> ● <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcards activity - pair group 2) Communicative activity - group work Q&A 3) Chart activity 4) Reading activity - school blog 5) Bingo vocab 	<p>Lesson7: Assessment/Culture</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <i>Teacher's /students textbook edition</i> ● <i>Interactive board</i> ● <i>Assessment program</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete assessment quiz 2) Reading activity p.92 3) Discuss school activities/sports 4) Writing assignment Compare school activities in Spanish-speaking countries and US <p>Cultures</p>	<p>Lesson 8: Subject pronouns</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <i>Teacher's /students textbook edition</i> ● <i>Online program</i> ● <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Formal vs. informal subject Pronouns p.82 2) Listening activity p.83 3) Online activity 4) Dice game(6 sides) 5) Communicative activity -school supplies 	<p>Lesson 9: Subject pronouns</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <i>Teacher's /students textbook edition</i> ● <i>Interactive board</i> ● <i>Laptops</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Review subject pronouns 2) Fill in the blank worksheet 3) Video activity 4) The pronouns they, and Themselves? - definitions https://www.myprouncuns.org/inclusivelanguage 5) Communicative activity <p>Connections</p>	<p>Lesson 10: Subject pronouns/ -ar-verbs</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <i>Teacher's /students textbook edition</i> ● <i>Laptops</i> ● <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Introduce -ar-verbs p.84 2) Listening activity - one hand , two hands 3) Writing activity p.85 4) Communicative activity - verb endings 5) Tic-tac-toe- singular/plural 6) Ticket to leave activity

<p>Lesson 11: -ar- verbs</p> <p>Materials:</p> <ul style="list-style-type: none"> Teacher's /students textbook edition Workbooks Interactive board Online program Laptops <p>Activities:</p> <ol style="list-style-type: none"> Review -ar- verbs - group activity students teaching students) Reading activity p.88 Workbook activity Jamboard Hip-hop song - Spanish program 	<p>Lesson 12: -ar-verbs</p> <p>Materials:</p> <ul style="list-style-type: none"> Teacher's /student's t textbook edition Online program Interactive board <p>Activities:</p> <ol style="list-style-type: none"> Review -ar-verbs - interactive board Communicative activity Battleship game Writing activity - school schedule Hip-hop song - Spanish program 	<p>Lesson 13: Review of Unit</p> <p>Materials:</p> <ul style="list-style-type: none"> Teacher's /students textbook edition Online Atlas Interactive board Laptops <p>Activities:</p> <ol style="list-style-type: none"> Complete pre-assessment - www.Savvas.com Review chapter's material - Q&A Ticket to leave activity 	<p>Lesson14: Chapter Assessment - Listening, reading and speaking skills</p> <p>Materials:</p> <ul style="list-style-type: none"> Teacher's /students textbook edition Assessment program <p>Activities:</p> <ol style="list-style-type: none"> Complete assessment 	<p>Lesson 15: Chapter assessment- Writing and Culture knowledge</p> <p>Materials:</p> <ul style="list-style-type: none"> Teacher's /students textbook edition Assessment program <p>Activities:</p> <ol style="list-style-type: none"> Complete assessment
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Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) by:

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Subject Area: Spanish
Grade Level: 6

Bedminster Township School

Unit: 6

Tu sala de clases - Your classroom

Dates: May - June

Time Frame: 12 days / 4 weeks

Overview

In this unit, students will learn to use the target language in the three modes of communication to explore classrooms and the structure of the education system in a community. They compare and contrast their education system with those communities from the Spanish-speaking countries.

Core Idea:

Interpretive Mode of Communication: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Interpersonal Mode of Communication: Is the exchange of communication among people with opportunity to bargain for meaning. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

Presentational Mode of Communication: Involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

Enduring Understandings

- **Interpretive:** They interpret authentic written and video/audio texts such as classroom websites, blogs, articles and short video clips that focus on a school education system in a Spanish-speaking country.
- **Interpersonal:** They 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 the school system.
- **Presentational:** They use sentence level discourse to compare and contrast the structure of the education system in both cultures while exploring the cultural products and practices associated with education.

Skill and Knowledge Objectives

- Listen to information about classroom items
- Listen to and watch a video about a school in Guatemala
- Compare a photo to oral description
- Read a journal article



Interpretive

- Talk about personal and classroom items
- Talk about the location of objects in a classroom setting
- Discuss and explain demands a high percentage of student's time



Interpersonal

- Present information about classroom items and furniture
- Present a paragraph about a classroom
- Write a fictional email to a friend about classes



Presentational

Assessments

Pre-Assessment:

- Preview/ review of unit - student edition, pp. 114-119

Formative Assessment:

- Assessment program, pp. 2B-1 pp.54-55, prueba 2-2 pp.56-57 with remediation

Self-Reflection/Self-Assessment:

- Respond to the question “¿Qué puedes hacer con lo que aprendiste?” What can you do with what you have learned?
- Self assessment test online/Repaso del capitulo
- Teacher’s Edition, pp. 120-121
- Student Edition, pp. 120-121

Summative Assessment:

- Assessment program, pp. 60-66 (listening, reading, speaking, writing and culture knowledge)
- Assessment program for Spanish- Heritage Learner, pp.60-66
- Alternative assessment program, pp. 19-24

Resources

- Auténtico 1 textbook, workbook, interactive global map, whiteboard, literacy skills book, video, quizlet, vocaroo, screencastify, voicethread, and resources for the Spanish program online

Standards

NJ Student Learning Standards for (Content Area):

- **7.1.NL.IPRET.1:** Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words bulleted lists, and/or captions.
- **7.1.NL.IPRET.2:** Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- **7.1.NL.IPRET.3:** Recognize a few common gestures associated with the target culture(s).
- **7.1.NL.IPRET.4:** Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
- **7.1.NL.IPERS.1:** Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- **7.1.NL.IPERS.2:** With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- **7.1.NL.IPERS.3:** Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- **7.1.NL.IPERS.4:** React to a few procedural instructions, directions, and commands in classroom situations.
- **7.1.NL.IPERS.5:** Enact a few culturally authentic gestures when greeting others and during leave takings.
- **7.1.NL.IPERS.6:** Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
- **7.1.NL.PRSNT.1:** Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- **7.1.NL.PRSNT.2:** Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- **7.1.NL.PRSNT.3:** Imitate a few culturally authentic gestures when greeting others and during leave takings.
- **7.1.NL.PRSNT.4:** State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

2014 NJ Core Curriculum Content Standards - Technology and Career Readiness, Life Literacies and Key Skills

Technology

- **8.1.5.DA.5:** Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness, Life Literacies and Key Skills

- **9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- **9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- **9.4.8.TL.3:** Select appropriate tools to organize and present information digitally.

Social and Emotional Competencies - activities/topics [optional]

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Unit 6: Tu sala de clases - Your classroom

<p>Lesson 1: Chapter Opener Materials:</p> <ul style="list-style-type: none"> • <i>Student/Teacher's textbooks</i> • <i>Interactive Board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Read "can do statements" 2) Read and discuss "Arte y Cultura" p.98 3) Recycle vocabulary 4) Listening activity - p.100 	<p>Lesson 2: Vocabulario en contexto Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> • <i>Blank master - flashcards</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Introduce vocabulary 2) Flashcards activity 3) Compare cognate words 4) Listening activities p.101 5) Model pronunciation of vocabulary <p style="text-align: center;">Connections</p>	<p>Lesson 3: Vocabulario en contexto Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Videocultura</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcards activity - matching 2) Listening activity p.102 3) Video activity - predictions 4) Writing assignment - logic or not 5) Communicative activity p.105 	<p>Lesson 4: Vocabulario en uso Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcards activity - hide and seek 2) Reading activity p.113 3) Wordsearch 4) Communicative activity 5) Ticket to leave <p style="text-align: center;">Communicate</p>	<p>Lesson 5: Vocabulario en uso Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Workbooks</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcards activity- touch and say the vocab words 2) Communicative activity p.109 3) Connect four words - vocab 4) Workbook activity 5) Analogies
<p>Lesson 6: Vocabulario en uso Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcards activity - create a bingo card 2) Communicative activity Screencastify activity 3) Writing activity 4) Crossword puzzle 5) Ticket to leave activity 6) Consider the need for Spanish-speakers in different types of jobs in the education field <p style="text-align: center;">Community</p>	<p>Lesson 7: Vocabulary assessment/ The verb "estar" to be Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online activity</i> • <i>Interactive board</i> • <i>Laptops</i> • <i>Assessment program</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete vocabulary quiz 2) introduce the verb "estar" p.107 3) Students' white board activity 4) Online activity 	<p>Lesson 8: The verb "estar" to be Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Review the verb estar - Jamboard 2) Writing activity p.107 3) Bingo activity 4) Communicative activity 5) Post-it-Notes 	<p>Lesson 9: The verb "estar" to be Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online program</i> • <i>Interactive board</i> • <i>Laptops</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Listening activity p.108 2) Communicative activity p.109 3) Dice game - 6 verb forms 4) Online activity 5) Reading activity p.109 	<p>Lesson 10: The plurals of nouns and articles/ Culture - school day spanish-speaking countries Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Review grammar rules 2) Introduce the plurals of nouns and articles 3) Listening activity p.111 4) Reading activity - school uniforms and school days 5) Brainstorm activity 6) Writing assignment - my ideal class schedule/school days <p style="text-align: center;">Cultures</p>
<p>Lesson 11: The plurals of nouns and articles Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Workbooks</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Review articles 2) Workbook activity 3) Compare and contrast articles in Spanish and English 4) Video activity 5) Ticket to leave activity <p style="text-align: center;">Comparisons</p>	<p>Lesson 12: The plurals of nouns and articles Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Laptops</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Scavenger hunt 2) Communicative activity p.111 3) Writing activity - presentation 4) Rubric p.117 5) Peer editing 	<p>Lesson 13: Review of Unit Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Interactive board</i> • <i>Laptops</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete pre-assessment - www.Savvas.com 2) Review chapter's material - Q&A 3) Ticket to leave activity 	<p>Lesson 14: Chapter Assessment - Listening, reading and speaking skills Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Assessment program</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete assessment 	<p>Lesson 15: Chapter assessment- Writing and Culture knowledge Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Assessment program</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete assessment

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Differentiate instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate