

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6

Content Area: World Language

Introduction:

Students in Sixth Grade World Language will complete three units of study that cover the community; naming items and rooms in the house; and exploring friends around the world. Students will compare similarities and differences of groups of people in different spanish-speaking countries across the globe. All World Language units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6	Content Area: World Language
-----------------	-------------------------------------

Original Adoption: October 23, 2018
Revised on: July 1, 2019
Revised by: C. Sheplin

Recommended Pacing Guide	
Unit 1: Mi Comunidad (My Community)	15 Days
Unit (2): La Casa (House)	15 Days
Unit (3): Friends Around the World	15 Days

*World Language classes meet about 35 times throughout the school year.

Unit 1: Unit 1: Mi Comunidad (My Community)	Duration: 15 Days
----------------------------------------------------	--------------------------

Standards/Learning Targets

World Languages Core Content 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 (Intermediate-Low):

- 7.1.IL.A.1- Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.IL.A.2- Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.3- Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.A.4- Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.IL.A.5- Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.IL.A.6- Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
- 7.1.IL.A.7- Infer the meaning of a few unfamiliar words in some next contexts.
- 7.1.IL.A.8- Compare and contrast unique linguistic elements in English and the target language.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6

Content Area: World Language

Interpersonal Mode (Intermediate-Low):

- 7.1.IL.B.1- Use digital tools to participate in short conversations and to exchange information related to targeted themes.
- 7.1.IL.B.2- Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
- 7.1.IL.B.3- Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.B.4- Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.IL.B.5- Engage in short conversations about personal experiences or events and/or topics studied.

Presentational Mode (Intermediate-Low):

- 7.1.IL.C.1- Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IL.C.2- Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IL.C.3- Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.C.4- Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
- 7.1.IL.C.5- Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
- 7.1.IL.C.6- Summarize requirements for profession/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Career Readiness:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP5. Consider the environmental, social and economic impacts of decisions.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6	Content Area: World Language
-----------------	-------------------------------------

- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Primary Interdisciplinary Connections:

- **ELA**
 - Writing
 - W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
 - Speaking & Listening
 - SL.6.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - SL.6.1.C- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Evidence of Student Learning

Formative Tasks:

- Think-pair-share
- Summarizing
- Predicting
- TPR

Alternative Assessments:

- Role-play Busco...¿Dónde está?
- Interview presentation
- Posters/Drawings

Summative Assessments:

- Active performance tasks
- Selected Response quiz/test
- Constructed Response quiz/test
- Projects
- Tests/Quizzes

Benchmark Assessments:

- Oral Proficiency Test

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6	Content Area: World Language
-----------------	-------------------------------------

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Successful communication is knowing how, when and why to convey a message to different audiences ● Language learning involves acquiring strategies to fill communication gaps ● The content of the world language classroom encompasses the entire learning experience ● Learning a different language/culture leads to greater understanding of one’s own and other languages/cultures and why people think and act in different ways. ● Language reflects and is influenced by the culture in which it is found. ● Cultural perspectives are gained by using the language and through experience with its products and practices. ● Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do I develop communicative competence ● How do I know that I am getting better in using language in real-world situations? ● What strategies do I need to communicate in linguistically and culturally appropriate ways? ● When does accuracy matter? ● How does the content of the world languages classroom help me understand who I am and the world in which I live? ● How does content help me respond to important questions that extend my learning beyond the classroom? ● Why do people from different cultures sometimes say, write and do things differently from the way I do them? ● How is language a product of culture? ● How are cultural perspectives (attitudes, values and beliefs) reflected in a culture’s products and social practices? ● What role does stereotyping play in forming and sustaining prejudices about other cultures?
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Compare and contrast places within a city ● Create and play persons asking for and giving directions ● Describe location of a place or building in their community ● Use questions and answers when speaking ● Understand oral and written discourse in Spanish 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Aesop’s Un-Classic Fables in Spanish by Paula Camardella Twomey ● <i>Viva Espanol</i> by Scott Foresman ● Un-Classic Greek Myths in Spanish by Paula Camardella Twomey ● 101 Skits by Paula Camardella Twomey
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6

Content Area: World Language

- Name things you do in your community and where you do those activities
- Discuss jobs within a community and advantage of knowing Spanish in different occupations
- Vocabulary for places in the community
- Vocabulary for occupations
- Teacher created materials
- Supplemental books
- Online resources
- Quia.com – drag and drop for ActivBoard
- Buen Viaje.com (Internet Activities)
- <http://elmundodepepita.blogspot.com/>
- <https://funforspanishteachers.com/>
- <https://www.spanishplayground.net/>

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Model directions and provide gestures to increase understanding
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Create a nurturing environment with structured routines
- Use flashcards with pictures for vocabulary
- Provide immediate praise and feedback

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Have student restate information
- Word bank of choices for answers to test questions
- Review of directions
- Use an amplifier
- Additional time for assignments

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6

Content Area: World Language

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Provide materials for all projects, classwork, and home assignments
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Provide visuals

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6	Content Area: World Language
-----------------	-------------------------------------

Unit 2: La Casa (House)	Duration: 15 Days
--------------------------------	--------------------------

Standards/Learning Targets

World Languages Core Content 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 (Intermediate-Low):

- 7.1.IL.A.1- Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.IL.A.2- Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.3- Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.A.4- Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.IL.A.5- Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.IL.A.6- Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
- 7.1.IL.A.7- Infer the meaning of a few unfamiliar words in some next contexts.
- 7.1.IL.A.8- Compare and contrast unique linguistic elements in English and the target language.

Interpersonal Mode (Intermediate-Low):

- 7.1.IL.B.1- Use digital tools to participate in short conversations and to exchange information related to targeted themes.
- 7.1.IL.B.2- Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
- 7.1.IL.B.3- Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.B.4- Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.IL.B.5- Engage in short conversations about personal experiences or events and/or topics studied.

Presentational Mode (Intermediate-Low):

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6

Content Area: World Language

- 7.1.IL.C.1- Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IL.C.2- Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IL.C.3- Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.C.4- Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
- 7.1.IL.C.5- Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
- 7.1.IL.C.6- Summarize requirements for profession/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
 - 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

21st Century Themes/Career Readiness:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP11. Use technology to enhance productivity.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6	Content Area: World Language
-----------------	-------------------------------------

Primary Interdisciplinary Connections:

- **ELA**
 - Writing
 - W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
 - Speaking & Listening
 - SL.6.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Evidence of Student Learning

Formative Tasks:

- Total Physical Response (TPR)
- Flashcards
- Paired conversations
- Questions/answers
- Exit strategies

Alternative Assessments:

- Posters/Drawings
- Songs
- Games
- Student Notebook Check with Scoring Rubric

Summative Assessments:

- Picture prompt assessment
- Oral prompt responses
- Selected Response assessment
- Written performance task
-

Benchmark Assessments:

- Pre/Post Assessment of home items
- Oral Proficiency Test

Knowledge & Skills

Enduring Understandings:

- Successful communication is knowing how, when, and why to convey a message to different audiences.
- Language learning involves acquiring strategies to fill communication gaps.
- The content of the world languages classroom encompasses the entire learning experience.

Essential Questions:

- How do American homes compare to Spanish-speaking homes?
- How do American lifestyles compare with those of Spanish-speaking lifestyles?
- How do I develop communicative competence?

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6	Content Area: World Language
-----------------	-------------------------------------

<ul style="list-style-type: none"> ● Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways. ● Language reflects and is influenced by the culture in which it is found. ● Cultural perspectives are gained by using the language and through experience with its products and practices. 	<ul style="list-style-type: none"> ● How can I use a foreign language in real-world situations? ● What strategies do I need to communicate in linguistically and culturally appropriate ways? ● How does the content of the world languages classroom help me understand who I am and the world in which I live? ● How does content help me respond to important questions that extend my learning beyond the classroom? ● Why do people from different cultures sometimes say, write, and do things differently from the way I do them? ● How is language a product of culture? ● How are cultural perspectives (attitudes, values, and beliefs) reflected in a culture's products and social practices?
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Drag and drop for vocabulary (SM) ● Bingo/loteria game, vocabulary of home items ● Whiteboard games ● Matamoscas-flyswatter game ● La casa presentation compare houses in a hispanic country and a U.S. house ● Listen to teacher using target vocabulary and repeat words using correct pronunciation and intonation ● Teacher created materials ● Supplemental books ● Audio CD's ● Drag & drop activities ● Worksheets ● http://elmundodepepita.blogspot.com/ ● https://funforspanishteachers.com/ ● https://www.spanishplayground.net/ 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● <i>Manual de casas encantadas (Manuales)</i> by Mónica Carretero ● <i>Julius, el rey de la casa (Spanish Edition)</i> by Kevin Henkes ● <i>Viva Espanol</i> by Scott Foresman ● <i>La casa adormecida</i> by Audrey Wood and Don Wood
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6

Content Area: World Language

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Model directions and provide gestures to increase understanding
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Create a nurturing environment with structured routines
- Use flashcards with pictures for vocabulary
- Provide immediate praise and feedback

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Have student restate information
- Word bank of choices for answers to test questions
- Review of directions
- Use an amplifier
- Additional time for assignments

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Provide materials for all projects, classwork, and home assignments

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6	Content Area: World Language
-----------------	-------------------------------------

- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Provide visuals

Unit 3: Friends Around the World	Duration: 15 Days
-----------------------------------------	--------------------------

Standards/Learning Targets

World Languages Core Content 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 (Intermediate-Low):

- 7.1.IL.A.1- Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.IL.A.2- Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.3- Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.A.4- Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.IL.A.5- Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.IL.A.6- Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
- 7.1.IL.A.7- Infer the meaning of a few unfamiliar words in some next contexts.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6

Content Area: World Language

- 7.1.IL.A.8- Compare and contrast unique linguistic elements in English and the target language.

Interpersonal Mode (Intermediate-Low):

- 7.1.IL.B.1- Use digital tools to participate in short conversations and to exchange information related to targeted themes.
- 7.1.IL.B.2- Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
- 7.1.IL.B.3- Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.B.4- Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.IL.B.5- Engage in short conversations about personal experiences or events and/or topics studied.

Presentational Mode (Intermediate-Low):

- 7.1.IL.C.1- Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IL.C.2- Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IL.C.3- Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.C.4- Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
- 7.1.IL.C.5- Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
- 7.1.IL.C.6- Summarize requirements for profession/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
 - 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6

Content Area: World Language

21st Century Themes/Career Readiness:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Primary Interdisciplinary Connections:

- **ELA**
 - Writing
 - W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
 - Speaking & Listening
 - SL.6.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Evidence of Student Learning

Formative Tasks:

- Oral prompt responses
- Entry/Exit Tickets
- Discussions
- Role Play/Skits
- Teacher Observations
- Do-Now
- Thumbs up/down
- Group/Pair activities

Alternative Assessments:

- Posters/Drawings
- Role playing
- Student Notebook Check with Scoring Rubric
- Teacher Observation
- Checklist to assess student participation and accurate performance or understanding of skills

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6	Content Area: World Language
	<ul style="list-style-type: none"> ● Student Created Project with Teacher Scoring Rubric ● Conference ● Anecdotal Notes ● Group Work/Class ● Discussion Rubric
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Picture prompt assessment ● Selected Response assessment ● Written performance task ● Projects ● Tests/Quizzes 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Pre/Post Assessment of greetings, leave-takings, and basic introductions ● Pre/Post Assessment of verb GUSTAR ● Pre/Post Assessment of vocabulary-physical/personality adjectives, school, pastimes, family ● Oral Proficiency Test
Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Successful communication is knowing how, when, and why to convey a message to different audiences. ● Language learning involves acquiring strategies to fill communication gaps. ● The content of the world languages classroom encompasses the entire learning experience. ● Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways. ● Language reflects and is influenced by the culture in which it is found. ● Cultural perspectives are gained by using the language and through experience with its products and practices. ● Members of a culture may make assumptions about other cultures based on their own attitudes, values and beliefs. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do I develop communicative competence? ● How do I know that I am getting better in using language in real-world situations? ● What strategies do I need to communicate in linguistically and culturally appropriate ways? ● How does the content of the word language classroom help me understand who I am and the world in which I live? ● Why do people from different cultures sometimes say, write and do things differently from the way I do them? ● How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?
Core Instructional & Supplemental Materials	

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6	Content Area: World Language
-----------------	-------------------------------------

Suggested Activities/Resources: <ul style="list-style-type: none">● Role playing● Bingo/loteria game● Whiteboard games● Matamoscas-flyswatter game● Letters● Supplemental online reinforcement● Teacher created materials● Supplemental books● Audio CD's● Drag & drop activities● Worksheets● http://elmundodepepita.blogspot.com/● https://funforspanishteachers.com/● https://www.spanishplayground.net/● Create actions to represent the present tense-ar verbs being learned	Varied Levels of Text: <ul style="list-style-type: none">● <i>My Friends/Mis Amigos</i> by Taro Gomi● <i>Friends from the Other Side / Amigos del otro lado</i> by Gloria Anzaldúa and Consuelo Mendez● <i>Viva Espanol</i> by Scott Foresman● <i>Sapo y Sepo son amigos / Frog and Toad Are Friends (Spanish Edition)</i> by Arnold Lobel
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Accommodations/Modifications

English Language Learners: <ul style="list-style-type: none">● Provide clear and specific directions● Model directions and provide gestures to increase understanding● Show photos, videos, and definitions when possible for culturally unique vocabulary● Create a nurturing environment with structured routines● Use flashcards with pictures for vocabulary● Provide immediate praise and feedback Special Education/504 Plans/Students with Disabilities: <ul style="list-style-type: none">● Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan● Have student restate information● Word bank of choices for answers to test questions● Review of directions● Use an amplifier● Additional time for assignments Students at Risk of Failure:

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6

Content Area: World Language

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Provide materials for all projects, classwork, and home assignments
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Provide visuals