

Quinton Township School District
Spanish
6th Grade

Pacing Chart/Curriculum MAP

Technology Careers Interdisciplinary Studies

Marking Period:	1-2	Unit Title:	Unit 1: Dice	Pacing:	18 days
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Unit Summary: Students will learn to talk about themselves and others.

Objectives:

- Students will learn to introduce self and others.
- Students will learn to report what someone else says.
- Students will learn to express disagreement (Wildebeest).
- Students will learn to understand questions.
- Students will learn los pollitos dicen, a traditional children's song.
- Students will learn to retell a familiar story in Spanish.
- Students will learn to understand details in a simple spoken text in Spanish.
- Students will learn to respond to yes/no questions by recalling details from a familiar story.
- Students will learn core vocabulary:
 - los pollitos the little chickies
 - dicen say

- este es... / esta es... this is
- una persona a person
- un chico a boy
- una chica a girl
- se llama he/she calls him/herself
- ¿Cómo es? what is she or he like?
- SW learn to effectively use Google applications and other websites to complete assignments.
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Essential Questions:

- How can I introduce myself or someone else in Spanish?
- What information do I want to know about someone else when I first meet them?

Common Core State Standards/Learning Targets:

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
 - 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
 - 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
 - 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
 - 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
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- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
 - 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
 - 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
 - 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
 - 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

TECH.8.1.5.A.CS1 - [Content Statement] - Understand and use technology systems

TECH.8.1.5.A.CS2 - [Content Statement] - Select and use applications effectively and productively.

CRP.K-12.CRPI.1 - Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Teach “Los pollitos dicen” ● Start Este/esta es vignette if time *OR do first Special Person interview!: https://tinyurl.com/estrelladel dia ● Campanada targeting words from Los Pollitos ● Sing Los pollitos dicen ● Lay out base rules for Storyasking ● Este/esta es vignette *OR do second Special Persona interview ● Reading: este/esta es ● Assign personal inventory ● Share your own personal inventory responses 	<ul style="list-style-type: none"> ● Martina Bex Dice Curriculum Overview: https://docs.google.com/document/d/1h6aY0H-e9KKf7YcPttOp4LZQ65n9P_4Jq7l1eTjf3X4/edit ● Martina Bex Dice Resorces: https://drive.google.com/drive/folders/1lgMMvqOA7F6n24ZtfoWlrXwN862DG_Ap 	<ul style="list-style-type: none"> ● Martina Bex materials included in Somos 1 Unit 01 Lesson Plans ○ Los pollitos dicen ○ Famous One Liners ○ Wildebeest Movie Talk 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Forms

<ul style="list-style-type: none"> • Storyasking using DICE script • Famous One-Liners game • MovieTalk: Wildebeest 			
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> • Campanadas • Student oral response 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Oral Conversation</p> <p>Suggested skills to be assessed:</p> <ul style="list-style-type: none"> • Ability to introduce someone or oneself

Differentiation

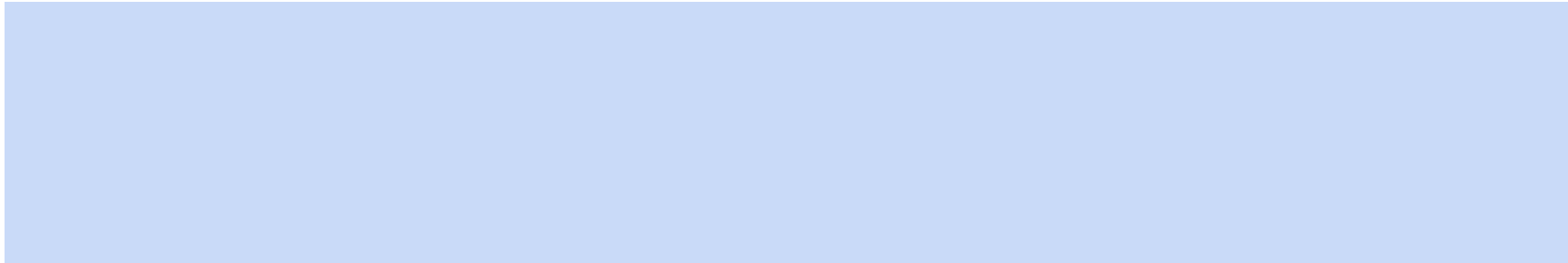
Special Education	ELL	At Risk	Gifted and Talented
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- **Modify and accommodate as listed in student's IEP or 504 plan**
- **Utilize effective amount of wait time**
- **Hold high expectations**
- **Communicate directions clearly and concisely and repeat, reword, modify as necessary.**
- **Utilize open-ended questioning techniques**
- **Utilize scaffolding to support instruction.**
- **Chunk tasks into smaller components**
- **Provide step by step instructions**
- **Model and use visuals as often as possible**
- **Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices..**
- **Create modified assessments.**
- **Provide individualized assistance as necessary.**
- **Utilize assistive technology as appropriate.**
- **Provide meaningful feedback and utilize teachable moments.**
- **Utilize graphic organizers**
- **Utilize manipulatives as necessary.**
- **Utilize auditory reminders as deemed necessary.**
- **Provide breaks to allow for refocusing as necessary.**
- **Establish a consistent and daily routine.**

- **RTI**
- **Speech/Language Therapy**
- **Hold high expectations**
- **Learn/Utilize/Display some words in the students' native language**
- **Utilize formative assessments to drive instruction**
- **Translate printed communications for parents in native language**
- **Hold conferences with translator present**
- **Utilize additional NJDOE resources/recommendations**
- **Review Special Education listing for additional recommendations**
- **Establish a consistent and daily routine**

- **Provide after school tutoring services**
- **Basic Skills Instruction**
- **Hold high expectations**
- **Hold parent conferences fall and spring**
- **Make modifications to instructional plans based on I and RS Plan.**
- **Develop a record system to encourage good behavior and completion of work.**
- **Establish a consistent and daily routine.**

- **Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.**
- **Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.**
- **Encourage exposure to, selection and use of appropriate and specialized resources.**
- **Promote self-initiated and self-directed learning and growth.**
- **Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.**



Marking Period:	3-4	Unit Title:	Unit 2: El encierro de toros	Pacing:	18 days
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Unit Summary: Students will learn about the Running of the Bulls in Pamplona, Spain.

Objectives:

- SW learn to talk about motion: how oneself or someone else goes from one place to another (walking or running).
- SW learn to communicate about the things that he/she sees.
- SW learn to evaluate an activity and express an opinion (it is/isn't a good idea).
- SW learn to consider two sides to an argument.
- SW learn core vocabulary:
 - camina hacia walks toward
 - corre runs
 - ve sees

- SW learn to effectively use Google applications and other websites to complete assignments.

Essential Questions:

- Why might I choose to participate in a dangerous activity?
- Do I enjoy participating in events or observing events?

Common Core State Standards/Learning Targets:

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- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

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Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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- Campanada (translate story, recall, etc.)
- Introduce vocab
- Link meaning to L1
- Establish gestures
- Students translate practice sentences one by one
- Listen to Corre corre corazón (CLOZE lyrics)
- Read together about Cumbia & Agapornis
- PQA (Personalized Question and Answer) with discussion questions
- Story Asking for 'Camina y corre' script
- Up/down listening assessment at the end of the period
- Students create a Cooperative Mural on the board while teacher guides the re-tell
- MovieTalk: Movistar El mejor de la clase
- Listening assessment
- Read class story together
- Each student retells one scene from the story

- **Martina Bex Unit 2 Curriculum Overview:**

<https://docs.google.com/document/d/1L8PaGxzGzNTUto3xVApCUAUixf6UU-GwjFU4s3StoA/edit>

- **Martina Bex Resources:**

<https://drive.google.com/drive/search?q=martina%20bex%20unit%202>

- **Martina Bex materials included in Somos 1 Unit 02 Lesson Plans**
- **Slide Show**
- **Song: “Corre, Corre Corrazon”**
- **Movie Talk: “Movistar El mejor de la clase”**
- **Readings**
- **Listening, Reading, Writing Assessments**

- Smart Board Applications
- Google Forms
- Slide Show Presentation

<p>w/Simultaneous Presentation format</p> <ul style="list-style-type: none"> ● Reading assessment ● Review together reading assessment ● Optional: read together simplified version of Encierro de toros reading. ● Read together and view the Encierro de toros slideshow ● Show video clip of an Encierro de toros while narrating in Spanish ● Play Matamoscas with images ● Students reading extended version of Encierro reading and answer questions ● Administer writing assessment (describe frames of a storyboard) 			
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Suggested activities to assess student progress:

- **Campanadas**
- **Student oral response**
- **Participation in Story Asking**

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

Final Assessment/Benchmark/Project:

- LISTENING ASSESSMENT
- **BENCHMARK:** READING ASSESSMENT
- WRITING ASSESSMENT

Suggested skills to be assessed:

- LISTENING ASSESSMENT - Listen to a story in Spanish and respond to comprehension questions
- READING ASSESSMENT - Read a story in Spanish and respond to comprehension questions
- WRITING ASSESSMENT - Describe each frame of a three-frame storyboard

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ELL

At Risk

Gifted and Talented

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