

Pine Hill Public Schools Curriculum

Content Area: Spanish	World Language		
Course Title/ Grade Level:	Spanish -6th		
Unit 1:	Introduction – why is it important to learn Spanish? Common Spanish Names and Hispanic Heritage Month	Weeks:	Day 1-week 1
Unit 2:	Numbers 1-100, addition, subtraction, multiplication and division	Weeks:	week 2
Unit 3:	Days, Months, Weather; asking and answering What Day Is Today/Yesterday/Tomorrow?	Weeks:	week 3:test on unit 2 and 3
Unit 4:	Basic conversations-greetings, goodbyes, emotions	Weeks:	week 4: test on unit 4
Unit 5:	Colors and animals (adjectives describing animals)	Weeks:	week 5
Unit 6:	Adjectives- Frida Kahlo, Pablo Picasso & his works (describing oneself and artwork) superlatives and comparatives	Weeks:	week 6: test on unit 5 and 6
Unit 7:	The House- Rooms and furniture	Weeks:	week 7: project
Unit 8:	¡Vamos a comer! (Let's eat!) Mexican, Spanish, & Puerto Rican Food Grammar: the verb "like"	Weeks:	week 8-9: project
Unit 9:	Meet and greet group play using material from the marking period	Weeks:	week 9-10: project and final exam
Unit 10	Dia de los Muertos – Day of the Dead	Weeks:	November
Unit 11	Three Kings Day	Weeks:	December
Unit 12	Cinco de Mayo	Weeks:	May
BOE Approval Date:	August 28, 2012		

**Pine Hill Public Schools
Spanish Curriculum**

Unit Title: Introduction – Why is it important to learn Spanish?		Unit #: 1
Course or Grade Level: 6th		Length of Time: 1 week
Date Created: July 2015		BOE Approval Date:
Pacing	week 1	
Essential Questions	<ul style="list-style-type: none"> • Who is the teacher? Who are the students? • What can you expect in Spanish this marking period? • Why is Spanish a prevalent language? • Why is it important to know and understand that Spanish is a world language? • Why is it important for us to learn Spanish? • What words do you already know in Spanish? • What are some common Hispanic names and how are they pronounced? • What is Hispanic Heritage Month? How can we celebrate it? 	
Content	<ul style="list-style-type: none"> • Student/teacher introduction • Rules/procedures • Overview of the marking period • Brainstorm why it’s important to learn Spanish • Text- why do we learn Spanish? • Pre-assessment – what do you already know in Spanish? 	
Skills	<ul style="list-style-type: none"> • Successfully follow directions. • Recognize why it is important to learn the language. • Recognize common Hispanic names and their pronunciation • Analyze the importance of Hispanic Heritage Month 	
Assessments	<ul style="list-style-type: none"> • Verbal feedback through class discussion and individual whiteboards. • Participation through the use of popsicle sticks. • Individual written classwork assignments. • Do-Now’s 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Think/pair/share- heterogeneous grouping • Visual aids • Question and answer notes checklist • Self-guided research • Peer Collaboration • Content differentiation- adjust independent materials and assessment 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Smart board • Textbook • Students fill out index card with their information – name, homeroom number, home phone number, etc. • Prezi- why do we learn Spanish? Take notes and discuss in partners. • Pre-assessment • Students are given a list of male or female Hispanic names. They will choose their name for the marking period and learn the pronunciation of their name and their peers. • Lesson overview on Hispanic Heritage Month. Learn the significance of this holiday. Students will work in groups and be given a famous Hispanic and a famous American or African American. In groups, students will fill out a graphic organizer and venn diagram comparing and contrasting the two famous individuals. 	
2009 NJCCCS		
Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also		

gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Strand(s): Novice-Mid

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

CPI # / CPI(s): 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Spanish Curriculum**

Unit Title: Numbers 1-100, addition, subtraction, multiplication and division

Unit #: 2

Course or Grade Level: 6th

Length of Time: 4-5 days

Date Created: July 2015

BOE Approval Date:

Pacing	Week 2
Essential Questions	<ul style="list-style-type: none"> • Why is it important to learn numbers in Spanish? • How can I apply numbers in Spanish to solve equations?
Content	<ul style="list-style-type: none"> • Numbers 1-100 • Addition, subtraction, multiplication, division
Skills	<ul style="list-style-type: none"> • SWBAT say the numbers 1-100 in Spanish. • SWBAT use numbers to complete addition, subtraction, multiplication and division problems.
Assessments	<ul style="list-style-type: none"> • Verbal feedback through class discussion. • Textbook activities • Verbal feedback through class discussion and individual whiteboards. • Participation through the use of popsicle sticks. • Individual written classwork assignments. • Do-Now's • Games using Spanish numbered bean bags and question and answering. Questions involving age and visuals. • Power point visuals
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Think/pair/share- heterogeneous grouping • Visual aids • Peer Collaboration • Content differentiation- adjust independent materials and assessment
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Mathematics

Lesson resources / Activities	<ul style="list-style-type: none"> • Textbook Activities • Note-taking • Individual whiteboards and markers • Test at the end of the unit • Math games • Bean bags with Spanish numbers conversation activities
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2009 NJCCCS

Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Strand(s): Novice-Mid

Content Statement(s): Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)

CPI # / CPI(s): 7.1.NM.A.4 - Identify familiar people, places, and objects based on simple oral and/or written descriptions.

[21st Century Themes](#)

<u>21st Century Skills</u>	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
			ICT Literacy	x	Life and Career Skills		

**Pine Hill Public Schools
Spanish Curriculum**

Unit Title: Days, Months, Weather; asking and answering What day is today/ What day was yesterday/ What day will tomorrow be? **Unit #: 3**

Course or Grade Level: 6th grade

Length of Time: 5 days

Date Created: July 2015

BOE Approval Date:

Pacing Week 3

Essential Questions

- What is the weather?
- What is the date?
- What is the difference between the Spanish-speaking calendar and the English calendar?
- What is the weather like in other countries?

Content

- Vocabulary - days, months, weather, seasons

	<ul style="list-style-type: none"> • Asking and answering what day is today/ what day was yesterday/ what day will tomorrow be? • Days of the week • Questions and answers involving weather forecasts from our country and other countries.
Skills	<ul style="list-style-type: none"> • SWBAT tell what day today is, what day yesterday was, and what day tomorrow will be in Spanish and name all 7 days of the week and 12 months. • SWBAT describe the weather and seasons. • SWBAT ask and answer questions based on the weather in specific seasons, months and days.
Assessments	<ul style="list-style-type: none"> • Verbal feedback through class discussion • Do-Nows • Cumulative exam on unit 2 and 3 • Storytelling (TPRS strategy) using a power point presentation and visuals.
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Think/pair/share- heterogeneous grouping • Visual aids • Grammar checklist • Self-guided research • Peer Collaboration • Content differentiation- adjust independent materials and assessment
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies
Lesson resources / Activities	<ul style="list-style-type: none"> • Smart board notes and games • Note-taking • Individual Spanish/English dictionaries. • Students will use TPR (total physical response) to learn today, yesterday, and tomorrow; and weather words. • Textbook • Prezi/PowerPoint • Think/pair/share information gap activity using questions and answers in a weather forecast. • Individual whiteboards and markers • Calendar board game: Students will state the date aloud in groups. Student that states the date correctly and reaches the end of the board game first, wins. • Accuweather.com weather research activity on the students country of origin • Summative storytelling (TPRS strategy) Students will read and translate the story using weather and date vocabulary.

2009 NJCCCS

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Strand(s): Novice-Mid

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

CPI # / CPI(s): 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Spanish Curriculum**

Unit Title: Basic conversations-greetings, goodbyes, emotions		Unit #: 4
Course or Grade Level: 6th grade		Length of Time: 5 days
Date Created: July 2015-August 2015		BOE Approval Date:
Pacing	week 4	
Essential Questions	<ul style="list-style-type: none"> • Why is it important to be able to greet and say goodbye to someone in Spanish? • Why is it important to be able to introduce yourself in Spanish? • Why is it important to be able to tell someone where you are from and ask where they are from? • Why is it important to be able to be able to tell how old you are? 	
Content	<ul style="list-style-type: none"> • Basic conversation questions and answers. 	
Skills	<ul style="list-style-type: none"> • SWBAT introduce themselves; ask and answer “how are you”; ask and answer “how old are you”; and ask and answer “where are you from”? 	
Assessments	<ul style="list-style-type: none"> • Verbal feedback through classroom discussions. • Textbook activities. • Test at the end of this unit • Cumulative exam at the end of Unit 10 through a skit presentation. 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Think/pair/share- heterogeneous grouping • Visual aids • Vocabulary checklist • Self-guided research • Peer Collaboration • Content differentiation- adjust independent materials and assessment 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language arts and literacy 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Textbook (p. 21-18) • Note-taking • Stations involving conversations • Textbook activities and handouts • Powerpoint visual activities with individual whiteboard responses. • Role-playing & skits. • Basic conversation list • Timed conversation activities • Comic strip conversation in partners. One student will create the first comic strip using greetings and their partner will create the next comic strip in boxes. Students will read their comic strips to the class. • Bean bag passing game- Students will sit in a circle and pass around a bean bag. We will say a rhyme and at the end of the rhyme the student with the bean bag must answer the question about themselves in Spanish. • Smart board • Individual Spanish/English dictionaries • Individual whiteboards and markers 	

Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Strand(s): Novice-Mid

Content Statement(s): Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)

CPI # / CPI(s): 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	x	Life and Career Skills		

**Pine Hill Public Schools
Spanish Curriculum**

Unit Title: Colors and animals (adjectives describing animals)

Unit #: 5

Course or Grade Level: 6th grade

Length of Time: 5-8 days

Date Created: July 2015-August 2015

BOE Approval Date:

Pacing	week 5-some of week 6
Essential Questions	<ul style="list-style-type: none"> • Why is it important to be able to say colors in Spanish? • What do the colors of flags symbolize and represent? • What are the names of various animals in Spanish? • Which adjectives can be used to describe animals?
Content	<ul style="list-style-type: none"> • Colors • Flags of Spanish speaking countries and their colors • Adjectives • Animals, specifically pets • Questions and answers used to describe colors and animals
Skills	<ul style="list-style-type: none"> • SWBAT name all the colors in Spanish. • SWBAT recognize animals in Spanish and describe animals using adjectives.
Assessments	<ul style="list-style-type: none"> • Verbal feedback through class discussion. • Textbook activities • Power point presentation, “¿Cómo es tú animal?”-utilizing conversational skills. Students will learn adjectives based on visuals and then use these adjectives to describe their own pets or pets they would like to own. • Guess who game using adjectives and animals (partners and whole class) • Cumulative exam at the end of Unit 6.

Interventions / differentiated instruction	<ul style="list-style-type: none"> • Think/pair/share- heterogeneous grouping • Visual aids • Vocabulary notes • Self-guided research • Peer Collaboration • Content differentiation- adjust independent materials and assessment
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Art/Visual Arts
Lesson resources / Activities	<ul style="list-style-type: none"> • Smart board • Textbook activities • Independent whiteboard activities • Mad libs • Stations describing pets by color and adjectives

2009 NJCCCS

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Strand(s): Novice-Mid

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

CPI # / CPI(s): 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

x	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration	x	Information Literacy
	Media Literacy		ICT Literacy	x	Life and Career Skills		

**Pine Hill Public Schools
Spanish Curriculum**

Unit Title: Adjectives- Frida Kahlo, Pablo Picasso & his works (describing oneself and artwork) superlatives and comparatives

Unit #: 6

Course or Grade Level: 6th grade

Length of Time: 2 days

Date Created: July 2015-2016

BOE Approval Date:

Pacing

Week 6

Essential Questions

- Who were Pablo Picasso and Frida Kahlo?
- What were their famous periods of art?
- What are some adjectives in Spanish used to describe their artwork and style?

	<ul style="list-style-type: none"> • What are some adjectives in Spanish used to describe ourselves? • How do we compare artwork and others using comparatives and superlatives? • Why is it important to learn different styles of art?
Content	<ul style="list-style-type: none"> • Pablo Picasso and Frida Kahlo artwork • Adjectives in Spanish • Superlatives and Comparatives
Skills	<ul style="list-style-type: none"> • SWBAT to evaluate the work of famous artists and distinguish between their different artistic periods. • SWBAT apply adjectives in comparing artwork and describing others.
Assessments	<ul style="list-style-type: none"> • Verbal feedback through classroom discussions. • Power point and prezi activities using individual whiteboards and question and answer. • Test on units 5 and 6 • Classroom stations and partner activities (participation) • Individual whiteboard question and response activities (participation) • Handouts for homework
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Think/pair/share- heterogeneous grouping • Visual aids • Self-guided research • Peer Collaboration • Content differentiation- adjust independent materials and assessment
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Visual arts • Language arts
Lesson resources / Activities	<ul style="list-style-type: none"> • Power Point-stories and visual recognition using individual whiteboards • Note-taking • Stations involving describing different works of art using colors and adjectives. • Mad libs. Students will fill in a mad lib with adjectives, artist names, colors and animals and read their funny stories to the class. This will aid in remembering vocabulary words. • Students create their own Picasso-like drawing/painting of an animal. Students will write a paragraph in Spanish describing that animal. In partners, students will compare and contrast their animals using a venn diagram with comparatives and superlatives in Spanish.

2009 NJCCCS

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Strand(s): Novice-Mid

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

CPI # / CPI(s): 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

x	Creativity and Innovation	x	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
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	Media Literacy		ICT Literacy		Life and Career Skills
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Pine Hill Public Schools Spanish Curriculum	
Unit Title: The House- Rooms and furniture	Unit #: 7
Course or Grade Level: 6 th	Length of Time: 5 days
Date Created: July 2015-August 2015	BOE Approval Date:
Pacing	week 7
Essential Questions	<ul style="list-style-type: none"> • What does your house look like? • What is your favorite room in the house and why? • What does your ideal house look like?
Content	<ul style="list-style-type: none"> • House words – kitchen, bedroom, bathroom, living room, dining room, basement, attic • Basic furniture words – sofa, table, chairs, bed, dresser, closet, toilet closet, refrigerator
Skills	<ul style="list-style-type: none"> • SWBAT describe rooms and furniture in a house. • SWBAT create and label rooms and furniture on www.homestyler.com.
Assessments	<ul style="list-style-type: none"> • Verbal feedback through classroom discussions. • Textbook activities. • Cumulative exam at the end of the Unit. • Participation through the use of popsicle sticks. • Individual written classwork assignments. • Do-Now's • Project-www.homestyler.com
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Think/pair/share- heterogeneous grouping • Visual aids • Vocabulary notes • Self-guided research • Peer Collaboration • Content differentiation- adjust independent materials and assessment
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies
Lesson resources / Activities	<ul style="list-style-type: none"> • “La casa de Pedro.” –Power point story about Pedro’s house written in Spanish with visuals. Students will read along and learn vocabulary words regarding a house. • Textbook • Smart board • Note-taking • www.homestyler.com • Individual Spanish/English dictionaries. • Individual whiteboards and markers • Vocabulary test at the end of the unit • Students will create their ideal house (on paper) and label all the rooms/furniture.
2009 NJCCCS	

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Strand(s): Novice-Mid							
Content Statement(s): What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)				CPI # / CPI(s): 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.			
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
x	Media Literacy		ICT Literacy	x	Life and Career Skills		

Pine Hill Public Schools Spanish Curriculum	
Unit Title: Mexican, Spanish, and Puerto Rican Food	Unit #: 8
Course or Grade Level: 6th	Length of Time: approx. 1 ½ weeks
Date Created: July 2015- August 2015	BOE Approval Date:
Pacing	Weeks 8-9
Essential Questions	<ul style="list-style-type: none"> • What are some traditional Mexican, Spanish, and Puerto Rican dishes? • What are meals like in my culture? • How does the food I eat compare to that of Spanish-speaking cultures? • What role does food play in my family and cultural celebrations? • How does time factor into my meal times? • Which culture has a healthier diet? Which foods are examples of healthy eating?
Content	<ul style="list-style-type: none"> • Mexican, Spanish, Puerto Rican food
Skills	<ul style="list-style-type: none"> • SWBAT name traditional Mexican, Spanish, and Puerto Rican foods. • SWBAT distinguish between authentic Hispanic foods. • SWBAT tell the difference between foods that are healthy and foods that are not so healthy. • SWBAT learn vocabulary for: Foods/beverages, activities and adjectives describing food • SWBAT apply grammar related to: Me gusta(n)/Me encanta(n) Present tense of –er/-irverbs The verb “ser” Plurals of adjectives • SWBAT create a menu on Microsoft publisher.
Assessments	<ul style="list-style-type: none"> • Verbal feedback through classroom discussions. • Menus • Restaurant skit • Classwork assignments: mad libs, whole class story, partner mad libs and partner conversations • Exit pass questions regarding

Interventions / differentiated instruction	<ul style="list-style-type: none"> • Think/pair/share- heterogeneous grouping • Visual aids • Modeling-student created menus from the previous year • Self-guided research • Peer Collaboration • Content differentiation- adjust independent materials and assessment
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies • Health
Lesson resources / Activities	<ul style="list-style-type: none"> • Power Points • Microsoft publisher • Note-taking • Discussions • Board game involving food • Students create their own restaurant menu on Microsoft publisher – they choose a name for their restaurant and incorporate the foods they have learned plus create 3 of their own dishes using the common ingredients of each country. • Students create a mini play between a customer and waiter in pairs. • Think/pair/share conversations on foods that we like and do not like. • Whole class story involving food and culture (TPRS controlled model) • Spanish Mad libs (TPRS strategy)

2009 NJCCCS

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Strand(s): Novice-Mid

○ Content Statement(s): Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)	CPI # / CPI(s): 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

21st Century Themes

X	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	x	Health Literacy
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21st Century Skills

x	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
x	Media Literacy		ICT Literacy	x			Life and Career Skills

Pine Hill Public Schools
Spanish Curriculum

Unit Title: Meet and greet group play using material from the marking period		Unit #: 9	
Course or Grade Level: 6 th		Length of Time: 5 days	
Date Created: July 2015-July 2016		BOE Approval Date:	
Pacing	Weeks 9-10		
Essential Questions	<ul style="list-style-type: none"> • What are some scenarios where knowing Spanish would be useful? • How do you have a basic conversation with someone who only speaks Spanish? • What are some common questions, phrases and courtesy expressions that are useful in communicating in Spanish? 		
Content	<ul style="list-style-type: none"> • Greetings and goodbyes • Daily interaction questions and answers 		
Skills	<ul style="list-style-type: none"> • SWBAT write and present a play in Spanish using material they have learned from the marking period. • SWBAT spell and pronounce words in the target language. 		
Assessments	<ul style="list-style-type: none"> • Play-project • Homework handout • Exit pass • Do-nows 		
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Think/pair/share- heterogeneous grouping • Visual aids • Modeling-student created menus from the previous year • Self-guided research • Peer Collaboration • Content differentiation- adjust independent materials and assessment 		
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language arts and literacy 		
Lesson resources / Activities	<ul style="list-style-type: none"> • Textbook • Note-taking • Skits 		

2009 NJCCCS

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Strand(s): Novice-Mid

○	Content Statement(s): The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.	CPI # / CPI(s): 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
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21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

x	Creativity and Innovation	x	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
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	Media Literacy		ICT Literacy	x	Life and Career Skills
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Pine Hill Public Schools Spanish Curriculum	
Unit Title: Dia de los Muertos – Day of the Dead	Unit #: 10
Course or Grade Level: 6th	Length of Time: 2 days
Date Created: July 2015	BOE Approval Date:
Pacing	November 1 & 2
Essential Questions	<ul style="list-style-type: none"> • What is Dia de los Muertos and why is it important to the people of Mexico? • What celebration/holiday do we have here in the U.S. that is similar to this holiday? • What types of things do the Mexican people do to celebrate this important holiday?
Content	<ul style="list-style-type: none"> • Dia de los Muertos
Skills	<ul style="list-style-type: none"> • To understand the importance and traditions of the holiday.
Assessments	<ul style="list-style-type: none"> • Verbal feedback through class discussion and individual whiteboards. • Participation through the use of popsicle sticks. • Individual written classwork assignments. • Do-Now's
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Think/pair/share- heterogeneous grouping • Visual aids • Self-guided research • Peer Collaboration • Content differentiation- adjust independent materials and assessment
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies
Lesson resources / Activities	<ul style="list-style-type: none"> • Power Point • Note-taking • Discussions • Students create their own Dia de los Muertos skeleton, remembering and celebrating someone they know who has passed away (could also be an animal).
2009 NJCCCS	
Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Strand(s): Novice-Mid	
<ul style="list-style-type: none"> ○ Content Statement(s): Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.) 	CPI # / CPI(s): 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Spanish Curriculum	
Unit Title: Cinco de Mayo	Unit #: 11
Course or Grade Level: 6th	Length of Time: 1 day
Date Created: June 2013	BOE Approval Date:
Pacing	May 5
Essential Questions	<ul style="list-style-type: none"> • What is Cinco de Mayo and why is it important? • What types of things do people do to celebrate this important holiday?
Content	<ul style="list-style-type: none"> • Cinco de Mayo
Skills	<ul style="list-style-type: none"> • To understand the importance and traditions of the holiday.
Assessments	<ul style="list-style-type: none"> • Verbal feedback through class discussion and individual whiteboards. • Participation through the use of popsicle sticks. • Individual written classwork assignments. • Do-Now's
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Think/pair/share- heterogeneous grouping • Visual aids • Self-guided research • Peer Collaboration • Content differentiation- adjust independent materials and assessment
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies
Lesson resources / Activities	<ul style="list-style-type: none"> • Power Point • Note-taking • Discussions
2009 NJCCCS	
Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
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<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Revised: August 25, 2015