

Winslow Township School District
Upper Elementary Spanish Grade 6:

Overview: In sixth grade students continue practicing speaking, listening, writing and reading. Writing assignments may utilize word and phrase or cloze activities with correct spelling, punctuation word order and capitalization. Students learn about the Spanish speaking world and the culture, customs and traditions of its inhabitants. Vocabulary includes: additional greetings and goodbyes, polite expressions, commands, classroom objects, colors, numbers, parts of the body, clothing, family members, food, and transportation. Culture includes: Christmas in a country of choice, alebrijas, the plaza, the community, pastimes, meals and meal time, Botero and the Mayan weavers.

This instruction must include science, social studies and technology, as well as College and Career readiness, by utilizing the NJ Student Learning Standards as mandated by the New Jersey Department of Education. Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Resources and activities found on the Technology Resource Page provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students.

All lessons are differentiated to accommodate classified, ESL, and advanced students.

Accommodations/modifications as per IEP and 504 Plans will be implemented. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. These activities are detailed in the Teachers' Editions.

Career Readiness: Applicable career options are discussed as they arise throughout the world language programs. Career options include, but are not limited to: diplomacy, education, entertainment, international relations, law, media, and medicine.

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 1:</p> <p>September-</p> <p>Simple commands</p> <p>Greetings and small talk</p> <p>Polite expressions</p>	<p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.5</p> <p>7.1.NM.IPERS.4</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.4</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will meet and greet and say goodbye to a person and ask about their family, pets and favorite things. ● Students will introduce themselves to another student. ● Students will use polite expressions in everyday situations. ● Students will respond to commands. ● Students will demonstrate the ability to greet someone, ask about their health and family, and say it is nice to meet you and goodbye to their fellow classmates. ● Students will respond to simple commands in culturally appropriate ways. 	<ul style="list-style-type: none"> ● How do I meet and greet someone in culturally appropriate ways? ● How do I politely tell someone to do something?
<p><i>Unit 1: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Conventions and phonetics for communication are the structure upon which a language is built and expressed. ● Words in Spanish and English have similarities and differences. ● The ability to communicate in another language helps me build a better understanding my own. ● The ability to communicate in culturally appropriate ways assist in being able to properly initiate an introduction in the target language. 		

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Curriculum Grade 6 Unit 1	Standards		Pacing	
			Days	Unit Days
	7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.	2	12
	7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.	2	
	7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSENT.4	Copy/write words, phrases, or simple guided texts on familiar topics.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Unit 1 Grade 6		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
➤ Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Unit 1 Grade 6

Assessment Plan

<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of spelling, writing, listening, and reading assessment. • Warm-up Activities • Teacher Observation • Listening Activities 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Group Dialogues • Students perform a skit or puppet in which each one greets the other, inquire about their and their family’s health, asks where they are going and materials, says goodbye, and other questions.
<p>Resources</p>	<p>Activities</p>
<ul style="list-style-type: none"> • Think Spanish! for scope and sequence for scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Internet Access to research Salvador Dali’s artwork, Hispanic Heritage Month and Jai Alai • Multimedia Resources • Vocabulary: ¿Ytú? Mal Así, así (Regular) ¿Habras español? Sí, hablo español. ¡Hasta mañana! Mucho gusto. El gusto es mio. ¿Dónde vives? Vivo en _____. Soy de _____. 	<ul style="list-style-type: none"> • Students present a skit in which each one greets the other, inquires about their and their family’s health, asks where they are going and materials, says goodbye, and other questions. • Students will create a list of questions to ask a new friend and ask and answer them with the class. • Students will read a dialogue about two people on a bus, getting to know each other, asking and answering questions. • Students will answer questions through class discussion and written communication. • Students will respond correctly to another students simple commands to do such things as: stand up, sit down, erase the board, etc. • Students are given cards with commands/tasks on them which they act out when their name is called. Another student identifies the command.

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Instructional Best Practices and Exemplars

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations | <ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates |
|--|--|

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.8.CR.1:** Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2:** Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.1.8.CR.3:** Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
- 9.1.8.EG.6:** Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.
- 9.1.8.EG.7:** Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Modifications for Special Education/504 Accommodations

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Students will be provided with accommodations and modifications that may include:

- *Small group instruction
- * Read directions aloud
- * Extended time as needed
- *Provide shortened assignments
- *Repeat directions as needed
- *Sentence Starters
- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- * Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
- *Word Wall

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 6 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Graphic short stories • Extended time as needed • Read directions aloud • Assist with organization • Use of computer • Emphasize/highlight key concepts • Recognize success • Provide timelines for work completion • Break down multi-step tasks into smaller chunks • Provide copy of class notes • Graphic organizer • Sentence Starters • Manipulatives • Pictures, photographs • Word Wall • Project Based Learning 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Interdisciplinary Connections

- *ELA:**
- A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
 - A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 - A.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - A.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
 - RL.6.2.** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 - RL.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
 - RI.6.3.** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
 - RI.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
 - RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - W.6.7.** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
 - SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
 - SL.6.3.** Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
 - L.6.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

***Social Studies:**

- 6.1.8.CivicsPI.3.c:** Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
- 6.1.8.EconET.3.a:** Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
- 6.1.8.EconNE.4.a:** Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
- 6.1.8.EconNE.4.b:** Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

Integration of Computer Science and Design Thinking NJSLS 8

- 8.1.8.NI.2:** Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.
- 8.1.8.IC.1:** Compare the trade-offs associated with computing technologies that affect individual’s everyday activities and career options.
- 8.1.8.DA.1:** Organize and transform data collected using computational tools to make it usable for a specific purpose.
- 8.1.8.AP.6:** Refine a solution that meets users’ needs by incorporating feedback from team members and users.

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 2:</p> <p>October:</p> <p>Asking and answering questions about classroom objects and supplies.</p> <p>Colors</p> <p>Day of the Dead</p>	<p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.5</p> <p>7.1.NM.IPERS.4</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.5</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will identify, describe and count classroom objects and supplies. ● Students will write a letter to a friend describing the classroom. ● Students will identify numbers and demonstrate ability to count to 100 in written and spoken communication. ● Students will describe a trip to the market to buy supplies for Day of the Dead. 	<ul style="list-style-type: none"> ● How does one describe these and other objects in the classroom using colors in Spanish? ● What are the Days of the Dead in Mexico? ● How are Halloween and the Days of the Dead similar and different?
<p><i>Unit 2: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● The ability to communicate in culturally appropriate ways assist in being able to express needs in the target language. ● Language connects people and learning another language will open the door to a new traditions and celebrations. 		<ul style="list-style-type: none"> ● Why do Mexican families celebrate the Day of the Dead? ● Do families in Mexico spend a lot of money to celebrate the Day of the Dead?

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Curriculum Grade 6 Unit 2	Standards		Pacing	
			Days	Unit Days
	7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.	2	12
	7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.	2	
	7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
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Unit 2 Grade 6		
Core Idea	Indicator #	Performance Expectations
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Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Unit 2 Grade 6	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of spelling, writing, listening, and reading assessment. • Teacher Observation • Listening Activities 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Dialogues • Students will recall prior knowledge of interrogative words by using questions to interview a classmate and gather information. • Students write a letter to a friend or parent describing their classroom and its contents. • Students will create and perform a brief skit utilizing interrogatives.
Resources	Activities
<ul style="list-style-type: none"> • Think Spanish! for scope and sequence. • Internet Access to research and utilize video clips of Day of the Dead & Flight of the Monarch Butterfly • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • Vocabulary: Que, cual, cuanto(s), por que, como, cuando, quien 	<ul style="list-style-type: none"> • Students will respond to teacher lead questioning such as: “What is ___?, What color is _____?, Where is ___?, and Who is _____?” • Students write a letter to a friend or parent describing their classroom and its contents. • Students take turn counting to 100 by ones and to 100 by tens. • Students play the bubble game or ladder game with numbers. • Students read a story about what María buys at the market and answers questions about it.

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Upper Elementary Spanish Grade 6:**

Instructional Best Practices and Exemplars

- | | |
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- 9.1.8.CR.3:** Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
- 9.1.8.CDM.1:** Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.
- 9.1.8.CP.1:** Compare prices for the same goods or services.
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 - SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
 - SL.6.3.** Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
 - L.6.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- *Math:**
- 2.NBT.B.5.** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (Recalling prior knowledge of Grade 2)
 - 2.NBT.A.2.** Count within 1000; skip-count by 5s, 10s, and 100s. (Recalling prior knowledge of Grade 2)

- *Social Studies:**
- 6.1.8.CivicsPL3.c:** Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
 - 6.1.8.EconET.3.a:** Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
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Integration of Computer Science and Design Thinking NJSL 8

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Upper Elementary Spanish Grade 6:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 3:</p> <p>November-</p> <p>Using numbers 1 - 100</p> <p>Polite requests to leave the classroom</p> <p>Colors</p> <p>Hispanic History Month</p> <p>Indigenous and non- indigenous Thanksgiving foods</p>	<p>7.1.NM.IPRET.3</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.3</p> <p>7.1.NM.PRSNT.6</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will use the numbers 1 -100 to do simple math. ● Students will ask to leave the room politely to go to another area of the school. ● Students will identify indigenous and non-indigenous Thanksgiving foods. ● Students will use colors to describe foods and counted objects. 	<ul style="list-style-type: none"> ● How is what we are thankful for dependent on our culture? ● Which of the foods that we eat at Thanksgiving are indigenous to South America?
<p><i>Unit 3: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Knowing where Spanish-speaking countries are located better connect me to the language and culture to which I am learning. ● Language connects people and learning another language will open the door to a new culture and gratitude. ● Foods eaten for holidays and celebrations in Spanish-speaking countries and the United States have similarities and differences. 		

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Curriculum Grade 6 Unit 3	Standards		Pacing	
			Days	Unit Days
	7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.	2	10
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	2	
	7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Unit 3 Grade 6		
Core	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Unit 3 Grade 6	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of spelling, writing, listening, and reading assessment. • Cumulative Benchmarks assessment for prior months • Warm-up Activities • Teacher Observation • Listening Activities 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Verbal response Q & A • After a discussion of foods prepared for Thanksgiving and accumulating a word bank, students write a 3 - 4 sentence paragraph on what they eat and give a brief presentation.
Resources	Activities
<ul style="list-style-type: none"> • Think Spanish! for scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, maps of South America and blank maps to label and color • Authentic documents and material • Internet Access for researching indigenous foods. • Games: BINGO, Matamoscas, The Spinner Game, Around the World, Lo Tengo, ¿Qué Te Falta? The Dice Game, The Ladder Game, Hangman, ¿Quién Es? Cambia, Concentration 	<ul style="list-style-type: none"> • Students complete simple math problems in which the numbers are Spanish number words. (Differentiation: Students use numerals by say them in Spanish as they work on the board.) • Students ask to leave the room to go to various locations and are told they cannot right now. • Students enact a Thanksgiving dinner with 2 pilgrims and 2 Native Americans. The pilgrims ask for some indigenous foods which are passed to them (pictures put on a paper plate) saying, "Aquí lo tienes." To non- indigenous foods the Native American responds, "¡Lo siento!, No puedo!, ¡No lo tengo!" • Students answer True/false questions regarding the colors of Thanksgiving foods.

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.

9.1.8.CP.1: Compare prices for the same goods or services.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Modifications for Special Education/504 Accommodations

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Students will be provided with accommodations and modifications that may include:

- *Small group instruction
- * Read directions aloud
- * Extended time as needed
- *Provide shortened assignments
- *Repeat directions as needed
- *Sentence Starters
- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- * Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
- *Word Wall

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 6 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Graphic short stories • Extended time as needed • Read directions aloud • Assist with organization • Use of computer • Emphasize/highlight key concepts • Recognize success • Provide timelines for work completion • Break down multi-step tasks into smaller chunks • Provide copy of class notes • Graphic organizer • Sentence Starters • Manipulatives • Pictures, photographs • Word Wall • Project Based Learning 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Interdisciplinary Connections

- *ELA:**
- A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
 - A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 - A.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - A.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
 - RL.6.2.** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 - RL.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
 - RI.6.3.** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
 - RI.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
 - RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - W.6.7.** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
 - SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
 - SL.6.3.** Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
 - L.6.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- *Math:**
- 2.NBT.B.5.** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (Recalling prior knowledge of Grade 2)
 - 2.NBT.A.2.** Count within 1000; skip-count by 5s, 10s, and 100s. (Recalling prior knowledge of Grade 2)

- *Social Studies:**
- 6.1.8.CivicsPL3.c:** Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
 - 6.1.8.EconET.3.a:** Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
 - 6.1.8.EconNE.4.a:** Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
 - 6.1.8.EconNE.4.b:** Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted

Integration of Computer Science and Design Thinking NJSLS 8

- 8.1.8.IC.1:** Compare the trade-offs associated with computing technologies that affect individual’s everyday activities and career options.
- 8.1.8.DA.1:** Organize and transform data collected using computational tools to make it usable for a specific purpose.
- 8.1.8.AP.6:** Refine a solution that meets users’ needs by incorporating feedback from team members and users.

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p><u>Unit 4:</u></p> <p>December and January-</p> <p>Months</p> <p>Seasons</p> <p>Family Members</p> <p>Clothing</p> <p>Rooms of the House</p> <p>Christmas traditions</p>	<p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.2</p> <p>7.1.NM.IPRET.3</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.5</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will recite and spell months and season, recognize and identify them out of order and use them to give dates of celebrations and weather expressions. ● Students will describe clothing, including night wear, worn by family members. ● Students will write a letter to a pen pal describing a fantastic new house. ● Students will read about the house and its contents with understanding. ● Students will describe Christmas traditions in a South American country of their choice. 	<ul style="list-style-type: none"> ● How do I describe myself and my family to a Spanish speaking friend? ● What are some traditions unique to Christmas in Spanish-speaking countries?
<p><i>Unit 4: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Being able to describe myself and others will enable to make new friends using the target language. ● Fashion and housing can vary by culture. ● Christmas foods in Spanish-speaking countries and in the United States have similarities and differences. ● Language connects people and learning another language will open the door to a new culture, celebrations, and traditions. 		<ul style="list-style-type: none"> ● How is culture reflected in family dwellings and attire?

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Curriculum Grade 6 Unit 4	Standards		Pacing	
			Days	Unit Days
	7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.	2	12
	7.1.NM.IPRET.2	Recognize a few common gestures and cultural practices associated with the target culture(s).	2	
	7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Unit 4 Grade 6		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)	FORN 7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Unit 4 Grade 6	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of spelling, writing, listening, and reading assessment. • Warm-up Activities • Teacher Observation 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Students draw and label a family wearing a variety of clothing and describe it in a paragraph and present it. • Students research the Christmas traditions in a Spanish speaking country of choice and make a PowerPoint or poster with written description of each picture.
Resources	Activities
<ul style="list-style-type: none"> • Think Spanish! for scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • Internet Access for Sports clips & Christmas foods in Spanish speaking countries. • Vocabulary: family, house, clothing, seasons and months. • Games: BINGO, Matamoscas, The Spinner Game, Around the World, Lo Tengo, ¿Qué Te Falta? The Dice Game, The Ladder Game, Hangman, ¿Quién Es?, Cambia, Concentration, BRAVO, and Bomba 	<ul style="list-style-type: none"> • Students recite and sing the months and group them into the 4 seasons. • Students ask and give the dates of birthdays and other holiday celebrations using the months and season. • Students draw and label a family wearing a variety of clothing and describe it in a paragraph. • Students write a letter to a friend describing their fantastic new house. • Students read a paragraph about Frida Kahlo's Blue House and answer questions about it.

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
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9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.

9.1.8.CP.1: Compare prices for the same goods or services.

9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.

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**Winslow Township School District
Upper Elementary Spanish Grade 6:**

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Winslow Township School District
Upper Elementary Spanish Grade 6:

Modifications for At-Risk Students

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- Read directions aloud
- Assist with organization
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- Recognize success
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**Winslow Township School District
Upper Elementary Spanish Grade 6:**

English Language Learners	Modifications for Gifted Students
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Winslow Township School District
Upper Elementary Spanish Grade 6:

Interdisciplinary Connections

- *ELA:**
- A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
 - A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 - A.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - A.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
 - RL.6.2.** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 - RL.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
 - RI.6.3.** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
 - RI.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
 - RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - W.6.7.** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
 - SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
 - SL.6.3.** Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
 - L.6.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- *Science:**
- 3-ESS2-2.** Obtain and combine information to describe climates in different regions of the world.

- *Social Studies:**
- 6.1.8.CivicsPI.3.c:** Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
 - 6.1.8.EconET.3.a:** Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
 - 6.1.8.EconNE.4.a:** Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
 - 6.1.8.EconNE.4.b:** Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted

Integration of Computer Science and Design Thinking NJSLS 8

- 8.1.8.NI.2:** Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.
- 8.1.8.DA.1:** Organize and transform data collected using computational tools to make it usable for a specific purpose.
- 8.1.8.AP.6:** Refine a solution that meets users’ needs by incorporating feedback from team members and users.

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 5:</p> <p>February-</p> <p>Question words</p> <p>Community</p> <p>Transportation</p> <p>Professions</p> <p>St. George's Day</p>	<p>7.1.NM.IPRET.3</p> <p>7.1.NM.IPERS.3</p> <p>7.1.NM.IPERS.5</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.6</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will name stores and other places in their community. ● Students will identify and describe professions. ● Students will write a paragraph describing their community. ● Students will name modes of transportation and choose one for a given location. ● Students will recall prior knowledge and review the aspects of celebrating St. George's Day/Friend's Day. 	<ul style="list-style-type: none"> ● Where in the community do people in Latin America and the United States gather to socialize?
<p><i>Unit 5: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Learning to effectively communicate personal preferences and needs in the target language will enable me to be responsible for my well-being when playing sports. ● Sports activities are both alike and different throughout the various Spanish speaking countries of the world compared to where we live. ● Culture and geographical location heavily influence sports preferences in the target language. 		

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Curriculum Grade 6 Unit 5	Standards		Pacing	
			Days	Unit Days
	7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.	2	12
	7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.	2	
	7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.	2	
Assessment, Re-teach and Extension			2	

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Unit 5 Grade 6		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Unit 5 Grade 6	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of spelling, writing, listening, and reading assessment. • Cumulative Benchmarks assessment for prior months • Warm-up Activities • Teacher Observation 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Students write a paragraph describing their community including professionals and where they work and present it. • Students will name types of stores and make a map of a community with the store labeled.
Resources	Activities
<ul style="list-style-type: none"> • Think Spanish! for scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, and classroom supplies for student writing and illustration, pictures of modes of transportation and pictures/slides of Goya paintings to illustrate tener expression or other pictures. • Authentic documents and material • Multimedia Resources • DVD and authentic video clips • Internet Access to research of St. George's Day in Spain • Vocabulary: interrogatives, community, transportation, professions • Games: BINGO, Matamoscas, The Spinner Game, Around the World, Lo Tengo, ¿Qué Te Falta? The Dice Game, The Ladder Game, Hangman, ¿Quién Es? Cambia, Concentration 	<ul style="list-style-type: none"> • Students identify professions after hearing the description in English while playing "Around the World!" • Students will play concentration with professionals and where they work and stores and what they sell. • Students will tell the class what book they would buy for a friend and what color rose on St. George's Day in Spain.

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.8.CR.1:** Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2:** Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.1.8.CDM.1:** Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.
- 9.1.8.CP.1:** Compare prices for the same goods or services.
- 9.1.8.EG.7:** Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Modifications for Special Education/504 Accommodations

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Students will be provided with accommodations and modifications that may include:

- *Small group instruction
- * Read directions aloud
- * Extended time as needed
- *Provide shortened assignments
- *Repeat directions as needed
- *Sentence Starters
- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- * Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
- *Word Wall

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 6 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Graphic short stories • Extended time as needed • Read directions aloud • Assist with organization • Use of computer • Emphasize/highlight key concepts • Recognize success • Provide timelines for work completion • Break down multi-step tasks into smaller chunks • Provide copy of class notes • Graphic organizer • Sentence Starters • Manipulatives • Pictures, photographs • Word Wall • Project Based Learning 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student's readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy ❖ REVISED Bloom's Taxonomy Action Verbs

Winslow Township School District
Upper Elementary Spanish Grade 6:

Interdisciplinary Connections

- *ELA:**
- A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
 - A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 - A.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - A.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
 - RL.6.2.** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 - RL.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
 - RI.6.3.** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
 - RI.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
 - RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - W.6.7.** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
 - SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
 - SL.6.3.** Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
 - L.6.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

***Social Studies:**

- 6.1.8.CivicsPI.3.c:** Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
- 6.1.12.GeoGI.1.a:** Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
- 6.1.8.EconET.3.a:** Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
- 6.1.8.EconNE.4.a:** Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
- 6.1.8.EconNE.4.b:** Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.
- 6.1.12.HistoryCA.2.a:** Research multiple perspectives to explain the struggle to create an American identity.
- 6.1.12.HistoryCC.3.a:** Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Integration of Computer Science and Design Thinking NJSLS 8

- 8.1.8.NI.2:** Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.
- 8.1.8.IC.1:** Compare the trade-offs associated with computing technologies that affect individual’s everyday activities and career options.
- 8.1.8.DA.1:** Organize and transform data collected using computational tools to make it usable for a specific purpose.
- 8.1.8.AP.6:** Refine a solution that meets users’ needs by incorporating feedback from team members and users.

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 6:</p> <p>March:</p> <p>Household items found in the kitchen & bath</p> <p>Noun-adjective agreement</p> <p>Use of HAY</p> <p>Living room</p>	<p>7.1.NH.IPRET.2</p> <p>7.1.NH.IPRET.4</p> <p>7.1.NH.IPERS.4</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NH.PRSNT.4</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will identify in speech and writing kitchen and bathroom appliances and furnishings. ● Students will use "hay" correctly in speech and writing and to ask and answer questions. ● Students will use correct agreement in speech and writing. 	<ul style="list-style-type: none"> • Are all family dwellings the same and how can they be different? • Why has the kitchen become the center of the home?
<p><i>Unit 6: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Learning to effectively communicate personal preferences and needs in the target language will enable me to be responsible for my personal hygiene and well-being. ● Housing is both alike and different throughout the various Spanish speaking countries of the world compared to where we live. 		

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Curriculum Grade 6 Unit 6	Standards		Pacing	
			Days	Unit Days
	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.	2	12
	7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with the target culture(s).	2	
	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.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Unit 6 Grade 6		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 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.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	FORN 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.
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Unit 6 Grade 6

Assessment Plan

- Formative testing for class participation in activities.
- Summative evaluation of spelling, writing, listening, and reading assessment.
- Cumulative Benchmarks assessment for prior months
- Warm-up Activities
- Teacher Observation

Alternative Assessments:

- Web Quests
- Given a blank floor plan, students name and label the rooms and describe 3 or more typical furnishings.

Resources

- Think Spanish! for scope and sequence.
- Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration,
- Authentic documents and material
- Multimedia Resources
- DVD and authentic video clips
- Internet Access
- Vocabulary: sports vocabulary, households ítems, rooms of the house, adjectives
- Games: BINGO, Matamoscas, The Spinner Game, Around the World, Lo Tengo, ¿Qué Te Falta? The Dice Game, The Ladder Game, Hangman, ¿Quién Es?

Activities

- Students will choose a room and draw and label its contents.
- When given a room of the house, students will respond with the name of a piece of furniture and then repeat it with an adjective with correct agreement. Example: La sala de estar: response, el sofá, el sofá rojo.
- Students play the spinner game, matamoscas and hangman to practice objects in the kitchen and bathroom.
- Students will be asked what is in the kitchen or bathroom using "hay" and will answer beginning with "Hay."
- Students will learn and practice noun/adjective agreement by adding the adjectives to a list of household words with correct agreement with the noun.
- Students play the ladder game to practice this skill.

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Instructional Best Practices and Exemplars

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations | <ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates |
|--|--|

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.8.CR.1:** Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2:** Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.1.8.CR.3:** Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
- 9.1.8.CDM.1:** Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.
- 9.1.8.CP.1:** Compare prices for the same goods or services.
- 9.1.8.EG.6:** Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.

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**Winslow Township School District
Upper Elementary Spanish Grade 6:**

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**Winslow Township School District
Upper Elementary Spanish Grade 6:**

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**Winslow Township School District
Upper Elementary Spanish Grade 6:**

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**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Interdisciplinary Connections

- *ELA:**
- A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
 - A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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 - A.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
 - RL.6.2.** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 - RL.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
 - RI.6.3.** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
 - RI.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
 - RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - W.6.7.** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
 - SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
 - SL.6.3.** Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
 - L.6.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

***Health:**

- 2.1.P.A.1** Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).

***Social Studies:**

- 6.1.8.CivicsPI.3.c:** Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
- 6.1.8.EconET.3.a:** Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
- 6.1.8.EconNE.4.a:** Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
- 6.1.8.EconNE.4.b:** Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted

Integration of Computer Science and Design Thinking NJSLS 8

- 8.1.8.NI.2:** Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.
- 8.1.8.IC.1:** Compare the trade-offs associated with computing technologies that affect individual’s everyday activities and career options.
- 8.1.8.DA.1:** Organize and transform data collected using computational tools to make it usable for a specific purpose.
- 8.1.8.AP.6:** Refine a solution that meets users’ needs by incorporating feedback from team members and users.

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p><u>Unit 7:</u></p> <p>April-</p> <p>Breakfast foods</p> <p>Lunch foods</p> <p>Dinner foods</p> <p>Meal times</p> <p>Likes and dislikes</p> <p>Women's History Month:</p> <p>The Mayan Weavers</p>	<p>7.1.NH.IPRET.2</p> <p>7.1.NH.IPRET.7</p> <p>7.1.NH.IPRET.4</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.5</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will say, write and identify food eaten at each meal of the day. ● Students will describe meal times. ● Students will describe foods that they prefer, like and dislike. ● Students will discuss and describe a meal in a painting. ● Students will describe the role of the Mayan weavers and their industry and art in Mexico. 	<ul style="list-style-type: none"> ● What are some traditional foods unique to Spanish-speaking countries? ● How are the foods we eat different from those prepared in Spanish-speaking countries?
<p><i>Unit 7: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Learning another language fosters an appreciation for our likes and differences. ● Learning to communicate in culturally appropriate ways helps me to better talk about likes and dislikes. ● Mealtimes in Spanish-speaking countries and in the United States have similarities and differences. ● Language connects people and learning another language will open the door to a new culture, celebrations, and traditions. 		

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Curriculum Grade 6 Unit 7	Standards		Pacing	
			Days	Unit Days
	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.	2	12
	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.	2	
	7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Unit 7 Grade 6		
Core Idea	Indicator #	Performance Expectation
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 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.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 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.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Unit 7 Grade 6	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of spelling, writing, listening, and reading assessment. • Warm-up Activities • Teacher Observation 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Students research the work and art of the Mayan weavers on the Internet and how they earn money through selling their weavings. • Students create a menu for a diner which is grouped by meal and serves traditional food for each. • Students may copy a Mayan weaving to show its use of colors along with an essay, poster project or PowerPoint
Resources	Activities
<ul style="list-style-type: none"> • Think Spanish! for scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • DVD and authentic video clips • Internet access for video clips and research of the work and art of Mayan weavers. • Vocabulary: foods and beverages, likes and dislikes with GUSTAR • Games: The Spinner Game, Memoria, Matamoscas, Cambia, the Culebra Game, ¡Lo Tengo! Hangman, The Dice Game, Charades, Memoria, ¿Quién es? and BRAVO, Around the World, Bomba 	<ul style="list-style-type: none"> • Students will ask and answer verbally and in writing, the times meals are taken. • Students will make a chart from a list of foods, indicating which foods they like or dislike. Differentiation: The results are made into a bar graph. • Students will use strong descriptions of a list of foods such as “¡Asqueroso! or ¡Magnífico!” Include unusual foods such a grasshoppers and goat to open a discussion of open-mindedness and foods unique to cultures. • Students will describe a painting by Botero of people having a picnic.

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

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**Winslow Township School District
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Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

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- Extended time as needed
- Read directions aloud
- Assist with organization
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- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
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**Winslow Township School District
Upper Elementary Spanish Grade 6:**

English Language Learners	Modifications for Gifted Students
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**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Interdisciplinary Connections

***ELA:**

- A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- A.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- A.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
- RL.6.2.** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.6.3.** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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- RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- W.6.7.** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.6.3.** Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- L.6.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

***Health:**

- 2.1.P.A.1** Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).

***Math:**

- 2.NBT.B.5.** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (Recalling prior knowledge of Grade 2)

***Social Studies:**

- 6.1.8.CivicsPI.3.c:** Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
- 6.1.12.GeoGI.1.a:** Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
- 6.1.8.EconET.3.a:** Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
- 6.1.8.EconNE.4.a:** Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
- 6.1.8.EconNE.4.b:** Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.
- 6.1.12.HistoryCA.2.a:** Research multiple perspectives to explain the struggle to create an American identity.
- 6.1.12.HistoryCC.3.a:** Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Integration of Computer Science and Design Thinking NJSL 8

- 8.1.8.NI.2:** Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.
- 8.1.8.IC.1:** Compare the trade-offs associated with computing technologies that affect individual’s everyday activities and career options.
- 8.1.8.AP.6:** Refine a solution that meets users’ needs by incorporating feedback from team members and users.

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p><u>Unit 8:</u></p> <p>May and June:</p> <p>Pastimes</p> <p>The plaza Alebrija</p> <p>Crafts</p> <p>Cinco de Mayo celebration</p>	<p>7.1.NH.IPRET.7</p> <p>7.1.NH.IPRET.4</p> <p>7.1.NH.IPERS.4</p> <p>7.1.NH.PRSNT.1</p> <p>7.1.NM.PRSNT.5</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will converse about their favorite pastimes. ● Students will identify various location that describe a town square. ● Students will answer questions about pastime activities in the target language. ● Students will understand the concept of “open air markets” and “town squares” in Mexico. ● Students will recall prior knowledge of and discuss the celebration Cinco de Mayo. 	<ul style="list-style-type: none"> ● How do our pastimes reflect who we are? ● How is shopping in Spanish-speaking countries compare to where we live?
<p><i>Unit 8: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Culture can influence customs and how holidays are celebrated. ● Beverage selections in Spanish-speaking countries and in the United States have similarities and differences. ● Shopping in Spanish-speaking countries and in the United States are similar and different. ● Different cultures share an affinity for the same pastimes. 		

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Curriculum Grade 6 Unit 8	Standards		Pacing	
			Days	Unit Days
	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.	2	12
	7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).	2	
	7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.	2	
	7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.	2	
	7.1.NM.PRSNT.5	Present information from age- and level- appropriate, culturally authentic materials orally or in writing.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Unit 8 Grade 6		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 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.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language	FORN 7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	FORN 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.
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

**Winslow Township School District
Upper Elementary Spanish Grade 6:**

Unit 8 Grade 6	
Assessment Plan	
<ul style="list-style-type: none"> • Warm-up Activities • Teacher Observation • Summative evaluation of spelling, writing, listening, and reading assessment. • Cumulative Benchmark assessment for prior months including listening, multiple choice, and reading comp 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Students will see pictures of a town square and the activities done there. They may print pictures and make a collage or draw a picture and describe some of the pastimes seen or make a mural of the plaza on large paper. • Students search the Internet for traditional Cinco de Mayo foods and find a recipe which they copy with illustrations for a class Cinco de Mayo cookbook.
Resources	Activities
<ul style="list-style-type: none"> • Think Spanish! for scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • DVD and authentic video clips • Internet Access for research on “alebrijas” and common recipes for Mexican cuisine on Cinco de Mayo • Vocabulary: learned food/beverage vocabulary, pastime vocabulary, review of all learned vocabulary, foods, shopping • Games for food vocabulary: The Spinner Game, Memoria, Matamoscas, Cambia, the Culebra Game, ¡Lo Tengo! Hangman, The Dice Game, Charades, Memoria, ¿Quién es? Around the World, Bomba and BRAVO. 	<ul style="list-style-type: none"> • Each student will be asked, "¿Cuál es tu pasatiempo favorito? and the answers recorded. Discuss types of pastimes such as sports, crafts, reading etc. • Students read a story about the pastimes of Linda Loca and her friend María. Students answer multiple choice or short answer questions. • The teacher reads a story about five friends are in the plaza doing their favorite pastimes. The students write down their names and write their pastime next to it as the teacher reads the story. The story is read twice. The teacher then asks questions about who does a certain pastime and what various people like to do and students write their answers. The story is read a third time. Corrections to answers are made. • Students see a video clip on how “alebrijas” are made and sold at markets. Students will design, draw and color one. They write one sentence saying the name of the animal and the colors used.

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Instructional Best Practices and Exemplars

- | | |
|--|--|
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