

EGG HARBOR TOWNSHIP PUBLIC SCHOOLS
CURRICULUM

6th Grade Spanish

Length of Course:	Two Marking Periods
Elective / Required:	<u>N/A</u>
Schools:	Alder – Fernwood
Student Eligibility:	Teacher Recommendation
Credit Value:	<u>N/A</u>
Date Approved:	_____

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DISTRICT MISSION STATEMENT

Our mission in the Egg Harbor Township School District is to partner with the student, family, school, and community to provide a safe learning environment that addresses rigorous and relevant 21st Century standards and best practices which will develop academic scholarship, integrity, leadership, citizenship, and the unique learning style of students, while encouraging them to develop a strong work ethic and to act responsibly in their school community and every day society.

WORLD LANGUAGES - PHILOSOPHY

The acquisition of a second language is essential in the 21st century. Proficiency in a second language provides the learner with a competitive edge and increased value in the global economy and enhanced career opportunities. Proficiency can only be reached by constant exposure to authentic materials and continued use of the target language. We also believe in the value and tradition of teaching Classical Languages and acknowledge the teaching of them as the foundations for many modern languages.

Learning a second language provides students with innumerable advantages both in their academic career and in their post graduate life. Language proficiency enhances critical thinking and problem solving skills, increases and enriches vocabulary, and deepens understanding and appreciation for their own language and culture. Proficient language learners better understand and accept diversity in an ever changing global environment.

WORLD LANGUAGES – STATEMENT OF PURPOSE

The World Languages Department of Egg Harbor Township is committed to providing all students with meaningful learning experiences that promote proficiency in the target language and encourage cultural appreciation within an environment that fosters and rewards academic excellence. The overarching goal of language instruction is the development of students' communicative skills. To achieve maximum proficiency, language classes in Egg Harbor Township will focus on the 5 Cs of Language Education: Communication, Cultures, Connections, Comparisons, and Communities.

The revised world languages standard includes three modes of communication: interpretive, interpersonal, and presentational. In the Interpretive Mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. The Interpersonal Mode of communication requires students to engage in direct oral and/or written communication with others. The Presentational Mode of communication enables students to present orally and/or in writing information to an audience of listeners or readers with whom there is no immediate interaction. Students' success is measured through a variety of rigorous Integrated Performance Assessments (IPAs) using authentic materials that prepare students to function in relevant situations in a 21st century environment.

Egg Harbor Township students are part of a dynamic, interconnected, and technologically driven global society focused on the creation and communication of knowledge and ideas. Individuals who effectively communicate in more than one language are globally literate and are well equipped to succeed in the 21st century. The goal for all World Language students is to foster an appreciation for second language learning, and ultimately, to promote bi-literacy and critical thinking skills in the target language.

The study of Classical Languages focuses primarily on the Interpretive Mode using historical contexts. Often, attention will be given to oral dimensions of classical languages by requiring students to make presentations in the language of study as a way of strengthening their language knowledge and use. Classical Mythology is taught in order to illustrate connections and comparisons between ancient cultures and the contemporary world.

The goal for heritage speakers is to prepare them for success by facilitating writing and reading fluency while refining formal speech. Heritage speakers have varying abilities and proficiencies in their respective heritage languages. Although heritage speakers are able to carry on fluent and idiomatic conversations in the heritage language, they often need instruction that allows them to develop strengths in reading and in formal speaking and writing. The goal is to provide them with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time.

INTRODUCTION

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

EGG HARBOR TOWNSHIP SCHOOL DISTRICT CURRICULUM TEMPLATE

The Egg Harbor Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Egg Harbor Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions*, *unit assessments*, and *instructional activities*. Familiarization with backward-design is critical to working effectively with Egg Harbor Township's curriculum guides.

GUIDING PRINCIPLES: WHAT IS BACKWARD DESIGN? WHAT IS UNDERSTANDING BY DESIGN?

“Backward design” is an increasingly common approach to planning curriculum and instruction. As its name implies, “backward design” is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working ‘backward’ to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep

understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Program based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

Stage I: Identifying Desired Results: Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the “stuff” upon which the understandings are built.

Stage II: Determining Acceptable Evidence: Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc...) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

Stage III: Designing Learning Activities: Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision

through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

INTENT OF THE GUIDE

This guide is intended to provide teachers with course objective and possible activities, as well as assist the teacher in planning and delivering instruction in accordance with the New Jersey Core Curriculum Content Standards. The guide is not intended to restrict or limit the teacher's resources or individual instruction techniques. It is expected that the teacher will reflectively adjust and modify instruction and units during the course of normal lessons depending on the varying needs of the class, provided such modified instruction attends to the objectives and essential questions outlined below.

Unit Name: Más Allá de mi Mundo

Author: Jenny Dilks

SET-UP

Subject: Spanish

Course/Grade:

School: Egg Harbor Township Schools

World Languages

Grade 6th

Country: USA

State/Group: **NJ**

UNIT SUMMARY

This 6th Spanish curriculum consists of a STEM unit that integrates science with Spanish. Students will learn about the Solar System while building upon the skills, knowledge, and experiences from their 4th and 5th grade Spanish instruction. Students will use the target language in meaningful tasks. Students will make connections with what they are studying in their science class while using Spanish as a vehicle to improve and extend learning.

UNIT RESOURCES

Printed Materials:

- Los Planetas by Editorial Bellota

Internet Resource Links:

https://www.youtube.com/watch?v=fpV_n7fH8UQ El Sistema Solar Para niños

<https://www.youtube.com/watch?v=NsQd7f-GfF0> Los Climas de Los Planetas

<https://www.youtube.com/watch?v=3ZmvaSTIIOW> Enrique y Ana: La Canción de los Planetas

<https://www.youtube.com/watch?v=xrs2EHPvtNo> Canta con Disney Junior Planetas

<https://www.youtube.com/watch?v=QtP9NrFrIcE> Doki descubre los planetas

STAGE ONE

GOALS AND STANDARDS

Interpretive Mode

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Interpersonal Mode

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Presentational Mode

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing

LAL AND SS NJCCCS

LA.6.CCSS.ELA-Literacy.RI.6.1 -Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LA.6.CCSS.ELA-Literacy.RI.6.7 -Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue

NJCCCS & NG Science Standards:

SCI.5-6.5.1.6 - [Standard] - All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science

ENDURING UNDERSTANDINGS:

1. There are many objects which make up our universe. Earth is part of a system that includes other planets.
2. The planets of our solar system differ in size, composition, surface and atmospheric features, and distance from the sun.
3. It is important to use context clues when attempting to orally and visually interpret the target language.

ESSENTIAL QUESTIONS

1. What is there beyond my world, what objects exist in our solar system?
2. How does the Earth differ from the other planets?
3. How can I better understand what I hear and read when I am learning a new language?

KNOWLEDGE AND SKILLS

Students will know:

1. The names of the planets in the solar system in Spanish.
2. Ordinal numbers in Spanish.
3. In Spanish all nouns are either masculine or feminine.
4. In Spanish, most adjectives change form, depending upon whether the word they modify is masculine or feminine.

Students will be able to:

1. Name each planet in Spanish and its position from the sun
2. Create a model of one planet and describe it in detail in Spanish.
3. Read an authentic text with assistance and answer some basic comprehension questions.
4. Develop a better understanding of the grammar and structure of the Spanish Language, specifically nouns and adjectives agreement based in gender.

STAGE TWO

PERFORMANCE TASKS

Interpretive - Demonstrate understanding by answering comprehension questions to the song in the video "El Sistema solar Para Niños"

Presentational – ESCOGE : By pairs students will select one planet to be their focus for the marking period.

- Students will research color, size, weather patterns, location from the sun, and unique characteristics from their planet.
- Students will create a model of their planet labeling in Spanish their most important characteristics.
- Students will present to the class their model in Spanish.

OTHER EVIDENCE

- Cooperative learning projects
- Question-and-Answer
- Think-Pair-Share
- Entrance/Exit Tickets

STAGE THREE**LEARNING ACTIVITIES****LESSON 1**

Introduction of class rules, expectations and theme for the 6th grade course.

Formative Assessment: How much do I know about the planets? Students will label planets in English and provide 1 fact they know about each one.

Students will watch: Enrique Y Ana: La Canción de los Planetas , as an introduction to the planets in Spanish.

LESSON 2

Students will apply their knowledge of numbers and will be introduced to the corresponding ordinal numbers to the tenth position.

Different activities will be done while testing for comprehension by asking students questions based on images or real life lines or races. Students will be prompted to memorize and write simple sentences such as "(Classmate name) es primero" applying what they learned to describe placement from the sun.

Students will count how many planets are there in the solar system and together we will decide their ordinal number in the solar system while watching the video "Canta con Disney Junior Los planetas"

Ongoing repetition of planets names will be done during this and following lessons.

Grammar focus: gender agreement and ordinal numbers.

LESSON 3

Students will use their knowledge acquired in the previous lesson and think critically how does the position of each planet affect its weather and climate. Students will have the opportunity to use all the weather expressions learned during 4th and 5th grade to make predictions about the weather in different planets. Students will use new expressions "cerca" and "lejos" (near and far)

LESSON 4

This lesson will focus on the Colors of the Earth

Students will talk about the colors they see around them and apply their knowledge acquired in the previous lesson to this lesson. They will think how does the weather affect a planet? Why do we have so much green and blue in our planet? What gives things their color?

Students will learn simple sentences like "El oceano es azul" "La tierra es azul y verde" "El sol es Amarillo y anaranjado"

Grammar focus: gender agreement between nouns and adjectives.

LESSON 5

This lesson will focus on sizes in the universe.

Students will learn vocabulary words "Grande , mediano ,pequeño" and how to describe objects by comparing sizes.

Interpretative Assessment: Students will watch a portion of the video "El Sistema Solar para Niños" and follow the lyrics for the song at the end of the video. The song will help assess previous concepts and vocabulary learned as well as new one.

LESSON 6

La Luna y el Sol. Students will learn vocabulary and facts related to the moon and the sun. Students will use vocabulary learned to describe them. Teacher will read the book "Los Planetas" with the class.

Grammar focus: gender agreement between nouns and adjectives.

LESSON 7

Students will be introduced to the 6t grade Presentational project. By pairs students will choose one planet to be the focus of study for the rest of the marking period. Student's homework will be to read and research their planet.

LESSON 8

Students will work on the sun and the ordinal position of their planet of choice. By the end of this lesson all students must:

- Know how to name their planet in Spanish
- Name the position from the sun
- Represent the sun and the placement of their planet in their model.

LESSON 9

Students will work on the colors of their model. By the end of this lesson, students must:

- Know how to describe the predominant colors of their planet and the sun.
- Represent the colors in their model.

LESSON 10

Students will work on the weather of their planet. By the end of this lesson, students must:

- Know how to describe the weather in their particular planet.
- Represent the weather in their model

LESSON 11

Students will work on a description related to the size and particular characteristics of their planets, such as satellite, rings, craters etc.

LESSON 12

Students will practice their oral presentations assisted by teacher and peers and complete their model.

LESSON 13-14

Presentational Assessment

Curriculum Resources - Differentiated Instruction

Special Education Interventions in General Education

Visual Supports

Extended time to complete tests and assignments

Graphic Organizers

Mnemonic tricks to improve memory

Study guides

Use agenda book for assignments

Provide a posted daily schedule

Use of classroom behavior management system

Use prompts and model directions

Use task analysis to break down activities and lessons into each individual step needed to complete the task

Use concrete examples to teach concepts

Have student repeat/rephrase written directions

Heterogeneous grouping

Resources:

Do to Learn:

<http://www.do2learn.com/>

Sen Teacher:

<http://www.senteacher.org/>

Intervention Central:

<http://www.interventioncentral.org/>

Learning Ally:

<https://www.learningally.org/>

English Language Learners Interventions in Regular Education

Resources:

FABRIC - Learning Paradigm for ELLs (NJDOE)

www.nj.gov/education/bilingual/pd/fabric/fabric.pdf

Guide to Teaching ELL Students

<http://www.colorincolorado.org/new-teaching-ells>

Edutopia - Supporting English Language Learners

<https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley>

Reading Rockets

<http://www.readingrockets.org/reading-topics/english-language-learners>

Gifted and Talented Interventions in Regular Education

Resources:

Who are Gifted and Talented Students

<http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need>

Hoagies Gifted Education Page

<http://www.hoagiesgifted.org/programs.htm>

21st Century Learning

Resources:

Partnership for 21st Century Learning

<http://www.p21.org/>

Career Ready Practices (NJDOE)

<http://www.nj.gov/education/cte/hl/CRP.pdf>