

EGG HARBOR TOWNSHIP PUBLIC SCHOOLS
CURRICULUM

6th Grade Spanish (Hispanohablantes)

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: Vida Saludable y Cultura

Author: Jenny Dilks

Subject: Spanish

World Languages

Country:

USA

Course/Grade: Hispanohablantes

Grade 6th

State/Group: **NJ**

School: Egg Harbor Township Schools

UNIT SUMMARY

The purpose of the 6th Grade Hispanohablantes curriculum is to build upon the skills, knowledge, and experiences students learned during their 5th grade Hispanohablantes class. Students will broaden their ability to comprehend Spanish text and they will start developing their emergent writing skills in Spanish. Students in this course will complete one unit over the course of two marking periods. In this particular unit students will be introduced to the concepts of lifestyle, exercise, diet and nutrition, and culture. Students will make connections between what is recommended and what happens in their daily life and hopefully make some positive changes to attain a healthier lifestyle.

UNIT RESOURCES

Printed Materials:

- “Una Fiesta Saludable” by Amy white

Internet Resource Links:

<http://www.choosemyplate.gov>

<http://www.who.int/dietphysicalactivity/es/> Organización Mundial de la Salud

<http://www.who.int/mediacentre/factsheets/fs385/es/> Facts Physical Activity

<http://www.movimientoactivate.es/>
<http://www.lindisima.com/adelgazar/dieta-japonesa.htm>
<https://www.youtube.com/watch?v=ZEZaixCqIoM> La Importancia de Desayunar Bien
<https://www.youtube.com/watch?v=LIRk1mdNfU0> Desayuno del Chavo
<http://www.movimientoactivate.es/concurso-activate/fotografia.html>
<https://www.youtube.com/watch?v=zogGdcvb6xs> La Importancia de Tomar Agua song
<http://us.hola.com/cocina/nutricion/2012011656472/consejos-alimentacion-sana/>
<http://enforma.salud180.com/nutricion-y-ejercicio/10-tips-para-una-alimentacion-saludable>
<http://noticias.universia.es/actualidad/noticia/2012/12/11/987854/6-consejos-tener-dieta-balanceada.html>
http://www.ehowenespanol.com/alimento-chino-mas-saludable-pedir-info_123110/

Stage One: Goals

Power Standards:

Interpretive Mode

7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

Additional Standards:

Interpretive Mode

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

Presentational Mode

7.1.IL.C.5: Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture

LAL AND NJ STUDENT LEARNING STANDARDS

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

ENDURING UNDERSTANDINGS:

1. Different countries have different guidelines to represent a healthy lifestyle and diet.
2. What people eat and how they eat is strongly influenced by one's cultural background.
3. Exercise and an active lifestyle is necessary along with good nutrition and good sleeping habits.
4. Correct grammar use is conducive to clear and effective communication.

ESSENTIAL QUESTIONS

1. What is healthy eating?
2. How are diet and lifestyle influenced by culture?
3. How does exercise and an active lifestyle affect how healthy I am?
4. Why is correct grammar important and how can it help me be a more effective communicator?

KNOWLEDGE AND SKILLS

Students will know:

1. What constitutes a nutrient-rich food. A healthy diet for children of any culture is one that supplies the nutrients they need for normal growth, as well as enough calories (energy) to support their activities during the day. Healthy foods for kids and parents are those that are "nutrient-rich"
2. The United States uses My Food Plate as a guideline for proper nutrition in our country. But other countries have developed their own pyramid and guidelines.
3. Understanding one's daily choices promotes a healthier lifestyle.
4. How to provide relevant evidence to support inferences and claims about nutrition and healthy lifestyle.
5. Context clues, as well as phonetics help us to understand the meaning of unfamiliar words.
6. Definite and indefinite articles. In Spanish, the definite and indefinite article has 4 forms, depending on whether the noun is masculine, feminine, singular or plural.

Students will be able to:

1. Classify and separate healthy and unhealthy food.
2. Compare their diet to the My Plate recommendations. Reflecting on their choices regarding diet, sleeping and exercise.
3. List examples of how culture, tradition and availability guide our food choices and guidelines.
4. Make claims about healthy foods from different cultures.
5. Use context clues to infer meaning.
6. Name and use definite and indefinite articles.

PERFORMANCE TASKS

Interpretive – Students will be able to comprehend the story “Una Fiesta Saludable” and perform literary analyses of the story identifying Author’s Purpose.

Presentational – ESCOGE : Students will choose between two projects

1. Make a poster promoting one healthy habit. Students will look at some authentic examples from the Spanish Healthy Campaign “Activate”
Poster must include: Pictures and a slogan that clearly delivers a healthy message.
2. Students will be provided with a fictional character letter in the style of “Dear Abby” with some concerns about her nutrition and the upcoming holidays with her Hispanic family.
Students must provide an answer applying the knowledge acquired during the course of the unit.

Student Self-Assessment: Can Do Statements

I can read in Spanish applying my knowledge of phonetics.

I can use context clues to help me understand what I am reading.

I can use informational text to draw conclusions and provide claims about specific topics

I can describe the nutritional guidelines in the US

I can classify foods according to the “My Plate” guidelines

OTHER EVIDENCE

- Comprehension quizzes
- Cooperative learning projects
- Question-and-Answer
- Think-Pair-Share
- Concept Mapping
- Videos
- Entrance/Exit Tickets

LEARNING ACTIVITIES

LESSON 1

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

LESSON 2

Students and teacher will visit the library together and be introduced to the Spanish collection. Students will be required to read on book weekly and choose a topic for a report on what was read. (Summary, character description, opinion, etc)

LESSON 3

The teacher will complete a chronological graph of the food eaten the previous day.

Following the example students will fill their own chronological graph.

Students then will categorized what they think was healthy or not healthy.

Homework: Weekly reading

LESSON 3

We will begin the discussion around the question How do we know something is healthy or not?

Students will be introduced to the US My Plate and its guidelines.

Jeopardy Game

Homework: Weekly reading

LESSON 4

This lesson will focus on Diet and Culture.

We will begin the discussion around the questions: What are my favorite dishes? What do I eat in my home that may be different from most American households?

Students will read about nutrition guidelines and facts from Spain.

Students will make connections between country of heritage, diet and health problems associated with particular diets.

Homework: Bring a menu of a place you regularly visit when you eat out , weekly reading

LESSON 5

FORMATIVE ASSESSMENT: Can I classify different foods according to the My Plate guidelines?

This lesson will focus on daily choices and culture: Eating Out

Students will discuss how eating out is part of the American culture and list some of the diverse options we have locally. Using the menus students will identify healthy and unhealthy choices for appetizers, entrée, dessert and beverages when applicable.

Students will make an example of a good and healthy eating out day. Choosing a restaurant and ordering something that is healthy.

Homework: Weekly reading

LESSON 6

This lesson will focus on daily choices and culture: Skipping Breakfast

We will begin the discussion around the questions: What do you eat usually for breakfast?

Students will watch the video: ¿Qué debo desayunar? La importancia de desayunar bien
We will analyze the popular saying the Hispanic cultures "*Desayuna como un Rey, almuerza como un Príncipe y cena como un Mendigo*". Students will make inferences and discuss message and make a picture that illustrates the saying.

Literary focus: Context clues

Homework: Weekly reading

LESSON 7

Students will watch an episode of El Chavo del 8 "El Desayuno del Chavo" form the beloved and very popular TV series originally from Mexico but seen everywhere in the Hispanic countries.

Homework: Weekly reading

LESSON 8

Students will read: "Una Fiesta Saludable" by Amy white and use context clues to determine meaning.

Homework: Weekly reading

LESSON 9

Posted around the classroom students will find a compilation of articles with tips to have a healthy diet and lifestyle.

Students will make a personalized version of tips that they believe they can adapt to their own lives taking into account their daily practices, availability of resources and habits.

Grammar Focus: Definite and indefinite articles

Homework: Weekly reading

LESSON 11

Interpretive Assessment

LESSON 12-13-14

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>