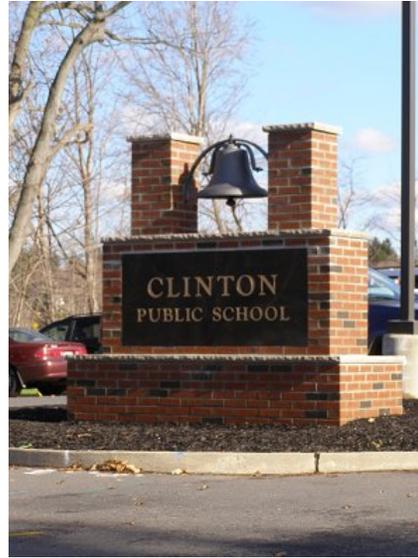


Clinton-Glen Gardner School District



Curriculum Management System

World Language: Spanish

Grade: 6

August 2015

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 25, 2015
Revised: August 15, 2015**

CLINTON-GLEN GARDNER SCHOOL DISTRICT

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Mrs. Lisa J. Craft, Business Administrator
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Acknowledgments

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Writers' Names: Jennifer Russo
Kari Gursky

21st Century Life And Careers Integration: Jessica Latanzio Crespo
Barbara Shaffer

Clinton-Glen Gardner School District

Mission

The mission of Clinton Public School is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

With new technologies evolving at a rapid rate, today's students are part of a dynamic and interconnected global society centered on the creation and communication of knowledge and ideas across geographical, cultural and linguistic borders. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes to successfully interface with those across the globe.

The study of another language and culture enables individuals to communicate in an appropriate way with people from diverse cultures. An education in world languages fosters the development of students who:

- Communicate in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibit attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Value language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

World Language: Spanish

Scope and Sequence

Grade 6	
<p>Topic: Un día normal</p> <p>I. Students will be able to describe their daily activities</p> <ol style="list-style-type: none"> a. Review -ar verbs and school subjects b. Use -er and -ir verbs to describe activities c. State time using Es la / Son las ____ and A la / A las ____ d. Use all forms of the verb ir to state where people go e. Use all forms of the verb estar to state location f. Use and respond to question words 	<p>Topic: ¡Vamos de vacaciones!</p> <p>II. Students will be able to plan and present an itinerary for a trip to Puerto Rico</p> <ol style="list-style-type: none"> a. Use ir + a + infinitive to describe future plans and actions b. Use sequencing and time vocabulary to create a travel schedule c. Use the internet to research and present attractions in Puerto Rico that they are interested in visiting d. Present project to the class
<p>Topic: ¡Hablemos por teléfono!</p> <p>III. Students will be able to converse as they would on a telephone call</p> <ol style="list-style-type: none"> a. Answer the phone and greet each other b. Extend and respond to invitations c. Use estar to ask about and describe feelings d. Use gustar + infinitive to describe what people like to do e. Use acabar + de to describe immediate past activities f. Create and present authentic dialogues 	<p>Topic: Los deportes</p> <p>IV. Students will be able to describe the sports they play and the necessary equipment</p> <ol style="list-style-type: none"> a. Use jugar in all forms with sports <ol style="list-style-type: none"> i. Understand the concept of a stem-changing verb b. Create a brochure/poster for a summer sports camp and present a description of camp activities
<p>21st Century Skills (the ones that apply are in bold):</p> <ol style="list-style-type: none"> 1. Creativity & Innovation 2. Critical Thinking & Problem Solving 3. Communication & Collaboration 4. Media Literacy 5. Information Literacy 6. Information, Communication & Technology 	<p>21st Century Themes (the ones that apply are in bold):</p> <ol style="list-style-type: none"> 1. Global Awareness 2. Financial, Economic, Business & Entrepreneurial Literacy 3. Civic Literacy 4. Health Literacy 5. Environmental Literacy
<p>Differentiation: Refer to CPS 6-8 Differentiation Tool Kit</p>	
<p>Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units</p>	

Pacing / Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 6 World Language	Topic: Un día normal	
		Goal 1: The student will be able to describe daily activities.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
September through October / about 23 classes	<p>1.1. Use regular -ar, -er and -ir verbs to state what activities he or she does. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.A.8, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.2, 7.1.IL.C.3)</p> <p>1.2. Describe their school schedule and subjects. (7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.6, 7.1.IL.A.7, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.2, 7.1.IL.C.3)</p> <p>1.3. State time using Es la / Son las and A la / a las. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.6, 7.1.IL.A.7, 7.1.IL.A.8, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.2, 7.1.IL.C.3)</p> <p>1.4. Use all present indicative forms of the verb ir to state where people go. (7.1.IL.A.4, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.2, 7.1.IL.C.3)</p> <p>1.5. Use all present indicative forms</p>	<p>Essential Questions: ¿Qué haces? ¿Qué hora es? ¿A qué hora vas al gimnasio? ¿Dónde están los estudiantes? ¿A dónde van Uds. a las cuatro?</p> <p>Conceptual Understandings: The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules and travel.)</p> <p>Personal identity is developed through experiences that occur within one's family, one's community and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</p> <p>Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the</p>	<p>Learning Activities: Drills Mini-dialogs Practice with analog clocks Describing daily schedules using a class schedule from CPS Verb practice with puzzles, dice and other manipulatives (Interdisciplinary) Oral and written descriptions of students' daily life. Compare and contrast daily schedules of young people in other parts of the world with their own. (Interdisciplinary) Listening comprehension activities using audio and/or video recording of native speakers Reading comprehension activities (Interdisciplinary)</p> <p>Assessment Models: Can the student use regular verbs to describe the daily activities of themselves and others? Can the student tell time and state at what time events take place? Can the student use the verb ir to tell where people go? Can the student use the verb estar to state location?</p>

Pacing / Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 World Language	Topic: Un día normal		
		Goal 1: The student will be able to describe daily activities.		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
	of the verb estar to state location. (7.1.IL.A.4, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.2, 7.1.IL.C.3) 1.6. Use and respond to question words. (7.1.IL.A.5, 7.1.IL.A.6, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.2, 7.1.IL.C.3) 1.7. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1) 1.8. Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3) 1.9. Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding. (9.1.8.D.4) 1.10. Demonstrate how productivity and accountability contribute to	cultural contexts of the target language cultivates an awareness of the shared human experience.	Additional Resources: Text Book: <u>En Español</u> (McDougal Little, 2004) Unidad 2, Etapa 2 Associated workbooks and supplemental materials.	

Pacing / Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 World Language	Topic: Un día normal	
		Goal 1: The student will be able to describe daily activities.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)		

Pacing / Suggested days of Instruction	Curriculum Management System	Topic: ¡Vamos de vacaciones!	
	Subject/Grade Level: Grade 6 World Language	Goal 2: The student will be able to plan and present an itinerary for a trip to Puerto Rico.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
November through January / about 22 classes	<p>2.1. Use ir + a + infinitive to describe future plans and actions. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.A.8, 7.1.IL.B.4)</p> <p>2.2. Use sequencing and time vocabulary to create a travel schedule. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.7, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.2, 7.1.IL.C.3)</p> <p>2.3. Use the verbs for leisure activities to describe what a person is going to do. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.7, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.2, 7.1.IL.C.3)</p> <p>2.4. Use the internet to research and present attractions in Puerto Rico that they are interested in visiting. (7.1.IL.C.3, 7.1.IL.C.4)</p> <p>2.5. Present the project to the class with a map showing where each activity will take place. (7.1.IL.C.2, 7.1.IL.C.3)</p> <p>2.6. Develop strategies to reinforce</p>	<p>Essential Questions: ¿Qué vas a hacer? ¿Qué te gusta hacer de vacaciones?</p> <p>Conceptual Understandings: The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules and travel.)</p> <p>Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.</p> <p>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.)</p> <p>Maps, graphs, and other graphic organizers facilitate understanding of information on a wide</p>	<p>Learning Activities: Partner activities Oral drills Cooperative learning activities Oral presentations Games Listening comprehension activities using audio and/or video recording of native speakers Reading comprehension activities (Interdisciplinary)</p> <p>Assessment Models: Can the student express the immediate future using ir + a + infinitive? Can the student create an authentic travel itinerary for a trip to Puerto Rico using electronic and authentic resources? Can the student present his/her work to the class in Spanish?</p> <p>Additional Resources: Text Book: <u>En Español</u> (McDougal Little, 2004) Unidad 2, Etapa 3 Associated workbooks and supplemental materials. Puerto Rico tourism information (pamphlets, internet sites, etc.)</p>

Pacing / Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 World Language	Topic: ¡Vamos de vacaciones! Goal 2: The student will be able to plan and present an itinerary for a trip to Puerto Rico.		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
	<p>positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>2.7. Design and implement a project management plan using one or more problem-solving strategies. (9.1.8.A.4)</p> <p>2.8. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>2.9. Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>2.10. Justify the need for greater cross-cultural understanding due to globalization. (9.1.8.D.5)</p> <p>2.11. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.</p>	<p>range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science and geography.)</p>		

Pacing / Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 World Language	Topic: ¡Vamos de vacaciones! <hr/> Goal 2: The student will be able to plan and present an itinerary for a trip to Puerto Rico.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	(9.1.8.F.1)		

Pacing / Suggested days of Instruction	Curriculum Management System	Topic: ¡Hablemos por telefono!	
	<u>Subject/Grade Level:</u> Grade 6 World Language	Goal 3: The student will be able to converse as they would on a telephone call.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
February through April / about 23 classes	<p>3.1. Answer the phone and greet the person on the other end in a culturally appropriate way. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.B.2, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.5)</p> <p>3.2. Extend and respond to invitations. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.B.2, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.5)</p> <p>3.3. Use the verb estar to ask about and describe feelings. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.A.8, 7.1.IL.B.4)</p> <p>3.4. Use the verb gustar + infinitive to describe what people like to do. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.A.8, 7.1.IL.B.4)</p> <p>3.5. Use acabar + de to describe immediate past activities. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.A.8, 7.1.IL.B.4)</p> <p>3.6. Create and present authentic dialogues.</p>	<p>Essential Questions: ¿Qué te gusta hacer? ¿Cómo estas ¿Te gustaría ir conmigo a _____? How do we use Spanish to engage a person un a telephone call, invite a person to do something and respond appropriately to an invitation?</p> <p>Conceptual Understandings: The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules and travel.)</p> <p>Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.</p> <p>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</p>	<p>Learning Activities: Dialogues and mini-skits Role play ad partner activities Oral drills Games Cooperative learning groups Listening comprehension activities using audio and/or video recording of native speakers Reading comprehension activities (Interdisciplinary)</p> <p>Assessment Models: Can the student use the verb gustar to discuss likes and dislikes? Can the student describe events in the immediate past using acabar de? Can the student engage in age appropriate and relevant simulated phone conversations, using typical verbal etiquette?</p> <p>Additional Resources: Text Book: <u>En Español</u> (McDougal Little, 2004) Unidad 3, Etapa 1 Associated workbooks and supplemental materials.</p>

Pacing / Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 World Language	Topic: ¡Hablemos por telefono! Goal 3: The student will be able to converse as they would on a telephone call.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	(7.1.IL.B.2, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5) 3.7. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1) 3.8. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1) 3.9. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2) 3.10. Demonstrate the ability to understand inferences. (9.1.8.D.2) 3.11. Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.	life, places in the community, activities within the community, and travel.)	

Pacing / Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 World Language	Topic: ¡Hablemos por telefono! Goal 3: The student will be able to converse as they would on a telephone call.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	(9.1.8.D.3) 3.12. Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding. (9.1.8.D.4) 3.13. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)		

Pacing / Suggested days of Instruction	Curriculum Management System	Topic: Los deportes	
	<u>Subject/Grade Level:</u> Grade 6 World Language	Goal 4: The student will be able to describe the sports they play and the necessary equipment.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
April through June / about 22 classes	<p>4.1. Use jugar in all forms with sport vocabulary. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.A.8, 7.1.IL.B.4)</p> <p>4.2. Understand the concept of a stem-changing verb. (7.1.IL.A.8)</p> <p>4.3. Use the verb saber in all forms with an infinitive to state what people know how to do. (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.A.8, 7.1.IL.B.4)</p> <p>4.4. Create a brochure/poster for a summer sports camp and present to the class a description of camp activities. (7.1.IL.C.2)</p> <p>4.5. Discuss what sports and activities are popular here in NJ and how they may differ with preferences in other places, including parts of the Spanish-speaking world. (7.1.IL.C.5)</p> <p>4.6. Develop strategies to reinforce positive attitudes and behaviors</p>	<p>Essential Questions: ¿Qué deportes juegas? ¿Cuál es el equipo necesario? ¿Sabes jugar al _____?</p> <p>Conceptual Understandings: The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules and travel.)</p> <p>Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.</p> <p>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.)</p> <p>Wellness practices may vary across cultures.</p>	<p>Learning Activities: Oral drills Partner activities Games Oral presentation Brochure Dialogues and mini-skits Listening comprehension activities using audio and/or video recording of native speakers Reading comprehension activities (Interdisciplinary)</p> <p>Assessment Models: Can the student use the verb jugar to discuss what sports he/she and classmates play, as well as what students play in other Spanish-speaking countries? Can the student name popular sports here and in other parts of the world in Spanish? Can the student state what people know how to do in Spanish using the verb saber + infinitive? Can the student create a summer camp brochure that is creative, attractive and shows sufficient knowledge of grammatical and vocabulary concepts?</p> <p>Additional Resources: Text Book: <u>En Español</u> (McDougal Little, 2004) Unidad 3, Etapa 2</p>

Pacing / Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 World Language	Topic: Los deportes		
		Goal 4: The student will be able to describe the sports they play and the necessary equipment.		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
	<p>that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>4.7. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>4.8. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>4.9. Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p>	<p>(Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p>	<p>Associated workbooks and supplemental materials.</p>	