

READINGTON PUBLIC SCHOOL DISTRICT
Spanish Curriculum 2023
Grade 6

Authored by:

Mrs. Colleen Caballero
Middle School Spanish Teacher

Reviewed by:

Dr. Stacey Brown
Supervisor of Humanities
and
Dr. Jonathan Hart
Superintendent of Schools

Approval Date: October 17, 2023

Members of the Board of Education:

Carol Hample, President
Dr. Camille Cerciello, Vice-President
Jodi Bettermann
Elizabeth Fiore
Randall J. Peach
Carolyn Podgorski
Michele Mencer
Jennifer Wolf
Justina Ryan

Readington Township Public Schools
52 Readington Road, Whitehouse Station, NJ 08889
www.readington.k12.nj.us

I. PURPOSE AND OVERVIEW

The Readington School District world language program provides a balanced instructional approach which includes common beliefs. The Spanish curriculum identifies the essential knowledge and skills that prepare students to communicate in Spanish, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, develop insight into the nature of the Spanish language and culture, and participate in multilingual communities at home and around the world. Authentic practice of these skills enables students to realize their potential as global citizens who think critically and solve problems using the communication and collaboration skills gained from learning world languages and cultures. In the Spanish World Language classroom, Readington Township students have the opportunity to:

- Be immersed in the target language.
- Communicate effectively and with appropriate cultural sensitivity with others verbally and in writing.
- Use interpretative and interpersonal modes to communicate.
- Be participating members of a global society.

The goal of world language is to prepare learners to apply their skills and understandings measured by the New Jersey Student Learning Standards (NJSLS) and to bring global competence to students' future careers and experiences. In grades K-5, students receive world language instruction in Spanish. Spanish is the foundation of the world language program in the Readington Township Schools. Recent data reveals that Spanish is the official language of over 20 nations in North, Central, and South America, as well as in Spain, several nations in Africa, and the Philippines.

Students will use the modes of interpretive, interpersonal, and presentational communication when in the World Language classrooms. The mission of the exploratory world language program in grades Kindergarten through Five is to transmit enjoyment of another language, to introduce cultures of other countries, and to provide an opportunity for students to begin communicating in a language other than their own native language.

As students near the end of Grade Five, they select a world language to study in Grades Six, Seven, and Eight. In Grades Six through Eight, students have the option to select French, Mandarin, or Spanish as their choice for World Language instruction. Native language speakers (those raised in an environment using mainly a language other than English) are supported so that they are able to continue to develop their heritage linguistic and cultural skills in order to become fully bilingual and biliterate in today's global environment. Native speakers may select to develop their native language while enrolled in the middle school grades. Native language speakers will refine pronunciation, build their writing skills, and advance reading proficiency in the native language.

II. COMPONENTS OF EFFECTIVE WORLD LANGUAGE CURRICULUM

The components of a successful world language curriculum identify with the 5 "C" goal areas (Communication, Cultures, Connections, Comparisons, and Communities) and the details of the standards for world language learning. Readington Township strives to educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. Our curriculum lays the foundation for students in grades K-8 so that all students will develop and maintain proficiency in English and at least one other language.

III. GOALS:

This curriculum is linked to the 2020 New Jersey Student Learning Standards for World Languages. Each unit is connected directly to the Mission and Vision, Performance Expectations, Disciplinary Concepts and Core Ideas, and Practices outlined in this document.

IV. ASSESSMENT

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. The data produced by formative and summative measurement is used to build on student successes and adjust instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, and presentations. [Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

V. Pacing Guide

Sixth Grade	
Unit 1 Marking Period 1 Sept. - Nov.	<p style="text-align: center;">Lección Preliminar</p> Spanish speaking countries/capitals - Geography Use the alphabet to spell words Greeting people at different times of the day (Tú vs. Ud.) Introductions Talk about things related to the calendar (days, months, dates) Begin using numbers (age, phone number) Describe weather conditions and identify the seasons
Unit 2 Marking Period 2 Nov. - Jan.	<p style="text-align: center;">Unidad 1: Estados Unidos ¿Qué te gusta hacer?/ Mis amigos y yo (Lección 1/ Lección 2)</p> Asking and telling what people like/dislike (Negatives - nada, ni...ni, no) Students learn many more <i>-ar -er</i> and <i>-ir</i> verbs Identify Gustar with I.O.P (ME, TE, LE) Verb <i>ser</i> (conjugations) Using adjectives to describe people (adjective agreement) Identify indefinite articles and placement with adjectives describing nouns Understanding cultural perspectives on friendship
Unit 3 Marking Period 3 Feb. - Apr.	<p style="text-align: center;">Unidad 2: México - ¡Vamos a la escuela! Somos Estudiantes/ En La Escuela (Lección 1/ Lección 2)</p> Identify school objects using definite articles Talking about school subjects and schedules (adjectives/ordinal numbers) State when one has class using the verb TENER Identify Spanish subject pronouns Discuss what students do during the day Conjugation of AR verbs (NECESITAR/ HABLAR) Asking and telling who is doing an action (Question Rules) Compare your school with that of a student in Spanish-speaking country
Unit 4 Marking Period 4 Apr. - June	<p style="text-align: center;">¿Desayuno o almuerzo? (3A)</p> Identify foods and drinks Conjugate ER verbs (COMER, BEBER) Express how often one eats/drinks certain things using time expressions Describe foods/drinks using adjectives, colors and the 2 nouns rule

	Understanding cultural perspectives on foods/drinks in Spanish speaking countries
--	---

VI. Spanish I (A) (Grade 6)

Sixth Grade Spanish Lección Preliminar

Desired Results

Established Goals:

Students will be able to use Spanish to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Interpretive

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 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.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 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.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Interpersonal

- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 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.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

Presentational

- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Intercultural Statements:

- Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.
- Learners recognize and identify a few typical practices of the target culture.

Cultural Connections:

- Understanding pastimes in the United States and how they differ in Spanish speaking countries
- Recognize and identify characteristics and how they change based on who they are describing

Cultural Connections for the Year:

- Understand where the Spanish language is spoken and study the geography and life within these particular countries
- Festivals Dia de los Muertos, El Dia de Independencia, Los Posadas

Grammar Review of and Instruction with:

- Use the Spanish alphabet to spell words
- Practice writing the correct formation of dates
- Focus on asking questions in the "Tú" form and answering in the "Yo" form of particular verbs (estar, tener, ser)
- Use new vocabulary to greet people at different times of the day
- Introduce yourself and share who you are using full complete sentences

Understandings:

- Communication is the ability to understand and be understood in real-world contexts
- Learning languages provides connections to additional bodies of knowledge
- Learning weather expressions for each season of the year enables students to dialogue on the year
- Learning numbers from 0 to 100 allows for conversation of age, phone number, etc.
- Learning sounds and correct pronunciation of the alphabet enhances the student's ability to communicate in the target language
- Writing dates using the months and numbers opens conversation about the calendar year

Essential Questions:

- How do I use another language to communicate with others?
- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?
- How does communicating and addressing others in America differ from that of a Spanish speaking country?
- What are some of the cultural and linguistic similarities and differences between America and the Spanish speaking world?
- How does one introduce themselves and dialogue with a native speaker?

Can Do Statements:

- Students can greet people at different times of the day
- Students can introduce themselves to others
- Students can speak to others and ask questions formally or informally using the "Tú" vs. "Usted"
- Students can respond to classroom directions
- Students can share personal information through the use of numbers
- Students can use the Spanish alphabet to spell Spanish words and read words correctly
- Students can talk about things related to the weather and the calendar of the year
- Students can identify Spanish speaking countries and locate them on a map

Students will know/learn...

- Count orally in Spanish to 100 and to use numbers in conversation (age, phone number).
- The months of the year in order and their own birthday

Students will be able to...

- In Spanish, demonstrate an understanding of the products, practices, and perspectives of the cultures studied
- Use cultural knowledge for interpersonal, interpretive, and presentational communication
- Greet people at different times of the day
- Introduce themselves to others
- Respond to classroom directions
- Describe the weather using descriptive words (temperature)
- Express the date by saying the day, number, month, and year
- Respond to the following questions fluently without pause: *¿Cómo te llamas?, ¿Cuántos años tienes?, ¿Cómo estás tú?, ¿Qué día es hoy?, ¿Cuál es la fecha?, ¿Cuál es tu estación favorita? ¿Cuándo es tu cumpleaños? ¿Qué tiempo hace (hoy)?*
- Dialogue in the target language and have a conversation sharing about themselves
- Talk about Spanish speaking countries and interesting facts pertaining to those countries
- Recognize the key points of La Amistad and the route of travel from Cuba to New York and later to Connecticut. (Amistad)

Interdisciplinary Connections

English Language Arts: NJSL.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Activity: Students create an introductory dialogue in the target language including a variety of topics expressing themselves and share who they are with others.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Act as a responsible and contributing community members and employee. 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. Activity: Entrevista/Interview - Who am I?, Discuss using a digital platform like social media to share information about yourself, pros and cons.

9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power. 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). Activity: Talk about the value in learning a second language and look at all the advantages and possibilities language provides for one's future.

Computer Science and Design Thinking

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Activity: Video recording using a google extension dialoguing with a classmate after collecting data/information.

Assessment Evidence

Formative:

Benchmark:

Interpersonal:

- Introduce one’s self to others
- Ask for some personal information such as name, age, and where someone is from
- Provide personal information such as name, age, and where someone is from
- Ask memorized questions (yes/no, either/or, and short response) related to physical characteristics and qualities.

Interpretive:

- Adjust speaking pitch as appropriate for asking and answering questions
- Practice greeting classmates in the target language sharing information about oneself

Presentational:

- Use words, phrases and sentences to describe oneself in terms of feelings, age, birthday, personal facts, etc.

Summative:

Interpersonal:

- Respond to greetings and farewells and frequent questions
- Follow simple instructions through actions
- Exchange names, greetings, and farewells, using appropriate cultural gestures
- Give and follow some simple instructions through actions and by participating in games

Interpretive:

- React with gestures or drawings to verbal or written descriptions
- Show comprehension of the main idea of a verbal or written story or conversation by sequencing pictures
- Show limited comprehension to simple questions and statements about a verbal or written story or conversation

Presentational:

- Convey meaning through gestures or through listing information
- Prepare illustrated stories and share as part of a group

- [Oral Assessment Rubric](#)
- [Writing Assessment Rubric](#)

Alternative:

- Comic Strip - dialogue with questions and responses
- Interview - Incorporating all studied questions

Other Evidence:

- Rubrics (Speaking)
- Teacher Observation (Paired clock buddies)
- Speaking presentations (El Tiempo)
- Self-assessments - Vocabulario y Expresiones importantes
- Student participation - Preguntas y Respuestas
- Work completion - Dialogos
- Skit - Screencastify - ¿Quién soy yo?

Resources for Instruction

Core Materials:

Textbook: *Avancemos* published by Houghton Mifflin Harcourt Publishing Company 2018

Supporting Materials:

Powerful Strategies for Differentiating Instruction in your Foreign Language Classroom by Alice Kosnik.

Breaking the Spanish Barrier by John Conner.

Improving Foreign Language Speaking through Formative Assessment by Harry Tuttle and Alan Tuttle.

Spanish English Dictionary
Stephen Krashen's "Principles and Practice in Second Language Acquisition"

Technology:

<http://www.studyspanish.com/tutorial.htm>
<http://www.learnspanish.com/>
<http://spanish.about.com>
<http://www.onlinenewspapers.com/>
<http://www.univision.com/portal.jhtml>
<http://www.youtube.com>
<http://a4esl.org/>
www.quizlet.com
www.dragondictation.com
<http://www.senorwooly.com>
<http://www.duolingo.com>
<http://www.studyspanish.com/tutorial.htm>
<http://www.learnspanish.com/>
<http://spanish.about.com/>
<http://www.onlinenewspapers.com/>
<http://www.univision.com/portal.jhtml>
<http://www.youtube.com> <http://a4esl.org/>
www.dragondictation.com
www.edpuzzle.com
Screencastify

Sixth Grade Spanish
Unidad 1: Estados Unidos
¿Qué te gusta hacer?/ Mis amigos y yo (Lección 1/ Lección 2)

Desired Results

Established Goals:

Students will be able to use Spanish to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Interpretive

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 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.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 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.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Interpersonal

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

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.

7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

Presentational

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Intercultural Statements:

- Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.
- Learners recognize and identify a few typical practices of the target culture.

Cultural Connections:

- Understanding pastimes in the United States and how they differ in Spanish speaking countries
- Recognize and identify characteristics and how they change based on who they are describing

Grammar Review of and Instruction with:

- Infinitives
- Making negative sentences
- Indirect object pronouns me, te, le

Understandings:

- Learning activities and sports that one likes or dislikes enables students to share about their preferences
- Learning what an infinitive verb is and how to identify what type of verb a word is allows students to understand the structure of a sentence
- Responding to questions about one's likes and dislikes allows the ability to understand negatives in Spanish and the structure of a response

Essential Questions:

- How do I use another language to communicate with others?
- What are some cultural differences of likes and dislikes between America and the Spanish Speaking world?
- How do I describe myself and my friends?
- How does one make connections to other countries and establish friendships?
- What are the similarities and differences of a teen's schedule of hobbies/pastimes?

<ul style="list-style-type: none"> • Adjective agreement (o/a, e) • Placement of adjectives (noun/adj.) • Placement of no to make verbs negative (no + verb) • Definite and indefinite articles (el,la,los,las vs. un,una,unos,unas) 	
--	--

<p>Can Do Statements:</p> <ul style="list-style-type: none"> • Students can talk about their likes and dislikes • Students can share why they like or dislike a particular activity • Students can share what they like or dislike during different seasons of the year • Students can describe themselves characteristically • Students can describe another person's character in the third person
--

<p>Students will know/learn...</p> <ul style="list-style-type: none"> • Vocabulary for character traits • Vocabulary for activities • Indirect object pronouns with the verb gustar (me, te, le, nos, os, les) • weather expressions and seasons • verb "ser" • Spanish Subject Pronouns (yo, tú, él, ella, usted, nosotros, vosotros, ellos, ellas, ustedes) • The contributions made by diverse artists including Frida Kahlo, a Mexican painter (Disabilities) • The acceptance of other and celebrating diversity amongst others regardless of their differences (Holocaust)

<p>Students will be able to...</p> <ul style="list-style-type: none"> • In Spanish, demonstrate an understanding of vocabulary through descriptions of personalities and preferences of particular activities for interpersonal, interpretive, and presentational communication • Describe likes and dislikes understanding the use of "gustar" with the indirect object pronouns "me, te, le, nos, os and les" • Describe preferences of one activity over another • Respond to questions of preferences related to themselves as well as others (me, te, le, nos, os, les + gusta) • Talk about preferences of activities based on weather conditions and seasons • Describe one's character traits using "Yo Soy" • Describe others correctly using the correct form of the adjective based on gender and number • Explain why one likes a particular activity using their character traits to reason (Me gusta + verb + porque + yo soy + adjective). • Respond to the following questions fluently without pause: <i>¿Qué te gusta?, ¿Qué te gusta hacer?, ¿Te gusta....?, ¿Cómo eres tú?, ¿Eres.....? ¿Cómo es él? ¿Cómo es ella? ¿Qué le gusta hacer a él/ella?</i>
--

Interdisciplinary Connections

<p>English Language Arts: RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Activity: Pronouns/Verbs (Identify subjects and verbs within a sentence understanding sentence structure: subject + verb; ex: yo soy/ tú eres/ él es/ella es)</p>
--

Career Readiness, Life Literacies, and Key Skills
--

<p>Career Readiness, Life Literacies, and Key Skills Practices: Model integrity, ethical leadership and effective management.</p>
--

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
 Activity: Create a video about a friend or family member that has shown integrity or strong leadership. Speak in the third person using "se llama", "él/ella es", "a él/ella le gusta...".

Career Awareness, Exploration, Preparation, and Training:

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. Activity: Skit of communicating one's personality, likes, and/or dislikes with a classmate based on activities and extracurricular interests. Discuss how these characteristics and positively impact income.

Computer Science and Design Thinking

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Activity: Interview (3rd person introduction/ foto/ Screencastify)

Assessment Evidence

Formative:

Interpersonal:

- Share one's likes and dislikes
- Ask what one's likes or dislikes are
- Provide personal information about preferences based on particular seasons and weather
- Ask memorized questions (yes/no, either/or, and short response) related to preferences, physical characteristics and qualities
- Answer memorized questions (yes/no, either/or, and short response) related to preferences of pastime activities and sports
- Answer simple questions (yes/no, either/or, and short response) inquiring about my preferences as they relate to pastime activities and sports

Interpretive:

- Adjust intonation (raise or lower pitch) as appropriate for asking a question (yes/no, either/or, and short response)
- Greet and take leave in a culturally acceptable manner

Presentational:

- Use words, phrases, and memorized sentences to describe self, including

Benchmark:

- [Oral Assessment Rubric](#)
- [Writing Assessment Rubric](#)

Alternative:

- Poster (Yo soy....)
- Storyboard (Dialogue using the subjects tú/yo/él/ella/usted/nosotros/vosotros/ellos/ella/ustedes)

Other Evidence:

- Rubrics (speaking)
- Teacher Observation
- Speaking presentations (Entrevista)
- Student Self-Assessments (CB)
- Student participation in speaking drills
- Work completion/written responses (Prompts)
- Quizzes/tests (Screencastify video)
- Technology (Google extensions)
- Projects (Coat of arm)

<p>details about physical characteristics and personality qualities</p> <ul style="list-style-type: none"> • Use words, phrases, and memorized sentences to describe others based on their personal qualities • Use words, phrases, and memorized sentences to tell which pastimes and sports one likes/dislikes • Categorize pastimes and sports based on whether they are popular in the United States, the culture, or in both places <p>Summative: <i>Interpersonal:</i></p> <ul style="list-style-type: none"> • Respond to greetings, farewells, and frequent questions • Follow simple instructions through actions • Express likes and dislikes using visual cues • Describe likes of oneself as well as others <p><i>Interpretive:</i></p> <ul style="list-style-type: none"> • React with gestures or drawings to verbal or written descriptions • Show comprehension of the main idea of a verbal or written story or conversation by sequencing pictures based on questions/responses • Show limited comprehension to simple questions and statements about a verbal story, written story, or conversation relating to likes/dislikes/descriptions <p><i>Presentational:</i></p> <ul style="list-style-type: none"> • Convey meaning through gestures or through listing information • Prepare illustrated stories and share as part of a group • Recite or dramatize songs, short stories, or poems • Participate in the creation of a list of items necessary or activities that might take place in daily life in the culture studies 	
---	--

Resources for Instruction

Core Materials:
Textbook: *Avancemos* published by Houghton Mifflin Harcourt Publishing Company 2018

Supporting Materials:
Powerful Strategies for Differentiating Instruction in your Foreign Language Classroom by Alice Kosnik.

Breaking the Spanish Barrier by John Conner.
Improving Foreign Language Speaking through Formative Assessment by Harry Tuttle and Alan Tuttle.
 Spanish English Dictionary
 Stephen Krashen's "Principles and Practice in Second Language Acquisition"

Technology:

- <http://www.studyspanish.com/tutorial.htm>
- <http://www.learnspanish.com/>
- <http://spanish.about.com>
- <http://www.onlinenewspapers.com/>
- <http://www.univision.com/portal.jhtml>
- <http://www.youtube.com>
- <http://a4esl.org/>
- www.quizlet.com
- www.dragondictation.com
- <http://www.senorwooly.com>
- <http://www.duolingo.com>
- <http://www.studyspanish.com/tutorial.htm>
- <http://www.learnspanish.com/>
- <http://spanish.about.com/>
- <http://www.onlinenewspapers.com/>
- <http://www.univision.com/portal.jhtml>
- <http://www.youtube.com> <http://a4esl.org/>
- www.dragondictation.com
- www.edpuzzle.com
- Screencastify
- Google extensions

Sixth Grade Spanish
Unidad 2: México - ¡Vamos a la escuela!
Somos Estudiantes/ En La Escuela (Lección 1/ Lección 2)

Desired Results

Established Goals: Students will be able to use Spanish to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Interpretive

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 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.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).

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.

7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Interpersonal

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

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.

7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

Presentational

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Intercultural Statements:

- Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.
- Learners recognize and identify a few typical practices of the target culture.

Cultural Connections:

- Compare one's school in the United States with that of a Spanish-speaking country
- Discuss why many students in other countries are studying a foreign

Understandings:

- Learn names of classes and vocabulary for items needed in school allows one to converse about their schedule
- Understanding ordinal numbers and the use of the verb "tener" connects students to conversation about their school schedule
- Vocabulary of classroom items as well as prepositional phrases allow students to talk about classroom scenes
- Learning the verbs "estar" and "hay" gives students the ability to state where items and people are located within the school setting

Essential Questions:

- How does American students' sense of style differ from students abroad?
- How do I use my understanding of culture to communicate similarities, differences, and interactions across cultures in a school setting?
- What does a school day look like in the Spanish speaking world?

<p>language and understand the value of learning the language chosen</p> <p>Grammar Review of and Instruction with:</p> <ul style="list-style-type: none"> • Use of the indefinite articles based on gender and number of a noun (school items) • Practice making nouns plural and knowing how to pluralize the articles and adjectives that describe the noun (colors) • Identify the Spanish Subject Pronouns (12) • Understand how to Conjugate an AR Verb in all 6 forms including "vosotros" • Compare the differences between the structure of a sentence and a question (placement of the subject and the verb) • Understand the rules of answering questions in Spanish (Tú - yo, usted - yo, ustedes - nosotros, él/ella - él/ella, and ellos/ellas - ellos ellas) • Use of the prepositions with "de" and "del" • Conjugation of an irregular verb (estar) • Understanding the difference between the 4 indefinite/definite articles and the correct use of each based on the noun • Use of the verb "Hay" when describing a classroom scene with classroom vocabulary 	<ul style="list-style-type: none"> • Why is it important to know the structure of a sentence versus a question when conversing in the Spanish language? • How are pronouns and verb conjugations connected when formulating a complete thought in the target language? • When do I know to speak to another person using the "Tú" form versus the "Usted" form in my conversation?
---	---

<p>Can Do Statements:</p> <ul style="list-style-type: none"> • Students can talk about school schedules and subjects • Students can state at what time they have particular classes • Students can discuss what they do during the day • Students can ask and tell who is doing an action using particular conjugated verbs • Students can compare their school with that of a student on a Spanish-speaking country • Students can read, listen to, and understand information about the school day • Students can describe a classroom • Students can indicate where things and people are located • Students can understand cultural perspectives on school • Students can read, listen, and understand information about the classroom as well as where things/people are located
--

<p>Students will know/learn...</p> <ul style="list-style-type: none"> • Vocabulary specific to schools and classrooms • Indefinite articles based on gender and the number of a noun • Plural nouns • Tell time • Vocabulary set for time expressions (de vez en cuando, nunca, siempre, etc.) • Prepositions
--

- Verbs estar, hay, tener, necesitar, ser

Students will be able to...

- In Spanish, demonstrate an understanding of the school schedule, items needed for school and describe the classroom setting for interpersonal, interpretive, and presentational communication
- In Spanish, demonstrate an understanding of the practices and perspectives of the school systems in the hispanic world
- Students will share what they need for each class as well as when they have the class with particular teachers using the verbs: tener, necesitar, ser
- Speak about one's school schedule
- Converse about activities that one partakes in during the day
- Ask and respond to questions describing the classroom
- Talk about the location of people/items using the correct form of the verb "estar" and the correct definite article and prepositional phrases
- Ask and tell how someone feels understanding the other use of the verb "estar"
- Describe a classroom using the verb "Hay" with the correct indefinite article (un, una, unos, unas) with prepositional phrases

Interdisciplinary Connections

English Language Arts: RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Activity: Use simple information from the language studied, such as cognates, word derivatives, and coined phrases, rejoinders in the study of other subjects.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Plan education and career paths aligned to personal goals. 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. Activity: Students will research American and Spanish education systems, comparing and contrasting them. Students will then present their findings.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. Activity: Screencastify project of school day, preferences, and future career importance of skills learned.

Computer Science and Design Thinking

Core Idea: People use digital devices and tools to automate the collection, use, and transformation of data. Activity: Google Draw - Design a classroom to write a narrative describing the illustration in the target language using prepositional phrases with the verb "estar" as well as the phrase "Hay."

Assessment Evidence

Formative:

Interpersonal:

- Ask for some personal information such as when someone has a particular class, opinion of the class, who the teacher is, what is needed for the class, etc.
- Ask memorized questions (yes/no, either/or, and short response) related to school schedules

Benchmark:

- [Oral Assessment Rubric](#)
- [Writing Assessment Rubric](#)

Alternative:

- Visual Schedule/Project
- La Librería - School Bookstore Flyer

Other Evidence:

<ul style="list-style-type: none"> • Answer memorized questions (yes/no, either/or, and short response) related to preferences of classes • Answer simple questions (yes/no, either/or, and short response) inquiring about preferences as they relate to classes in a school schedule and what supplies are needed for each class <p>Interpretive:</p> <ul style="list-style-type: none"> • Discuss a typical school day and describe the classes in detail • Provide reasoning for preferences using descriptive adjectives when discussing schedules, teachers, and school scene <p>Presentational:</p> <ul style="list-style-type: none"> • Use words, phrases, and memorized sentences to describe one's school day including details about teachers and preferences • Tell when each class takes place using cardinal numbers with the expression "A las" or "A la una." • Use words, phrases, and memorized sentences to tell what is needed for each class • Present teachers and describe them using descriptive adjectives reviewing adjective agreement <p>Summative:</p> <p>Interpersonal:</p> <ul style="list-style-type: none"> • Respond to greetings, farewells, and frequent questions • Follow simple instructions through actions • Express likes and dislikes of classes using visual cues • Describe classes and objects by listing characteristics <p>Interpretive:</p> <ul style="list-style-type: none"> • React with gestures or drawings to verbal or written descriptions • Show comprehension of the main idea of a verbal story, written story, or conversation by sequencing pictures • Show limited comprehension to simple questions and statements about a verbal or written story or conversation <p>Presentational:</p> <ul style="list-style-type: none"> • Convey meaning through gestures or through listing information about school schedules 	<ul style="list-style-type: none"> • Rubrics • Teacher observation • Speaking presentations (El Horario) • Self-assessments (Opiniones de sus clases y ¿por qué?) • Student participation (Preguntas del Horario) • Work completion (Oraciones completas - subject + verb) • Quizzes/tests (Composición) • Homework (práctica de los verbos/vocabulario) • Projects (La sala de clase y El Cuento con preposiciones) • Video - Screencastify Oral
---	---

- Prepare illustrated narratives and share as part of a group reflecting on preferences of classes and teachers
- Participate in the creation of a list of items necessary or activities that might be needed for particular classes

Resources for Instruction

Core Materials:

Textbook: *Avancemos* published by Houghton Mifflin Harcourt Publishing Company 2018

Supporting Materials:

Powerful Strategies for Differentiating Instruction in your Foreign Language Classroom by Alice Kosnik.

Breaking the Spanish Barrier by John Conner.

Improving Foreign Language Speaking through Formative Assessment by Harry Tuttle and Alan Tuttle.

Spanish English Dictionary

Stephen Krashen's "Principles and Practice in Second Language Acquisition" DVD's Selena, La Quinceañera, Spanglish

Technology:

<http://www.studyspanish.com/tutorial.htm>

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

<http://spanish.about.com>

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

<http://www.univision.com/portal.jhtml>

<http://www.youtube.com>

<http://a4esl.org/>

www.quizlet.com

www.dragondictation.com

<http://www.senorwooly.com>

<http://www.duolingo.com>

<http://www.studyspanish.com/tutorial.htm>

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

<http://spanish.about.com/>

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

<http://www.univision.com/portal.jhtml>

<http://www.youtube.com> <http://a4esl.org/>

www.dragondictation.com

www.edpuzzle.com

Google Classroom

Google Docs

Sixth Grade Spanish
Unidad 3: Breakfast or Lunch or Dinner (Lección 1)

Desired Results

Established Goals: Students will be able to use Spanish to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they

will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Interpretive

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 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.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 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.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Interpersonal

- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 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.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

Presentational

- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Intercultural Statements:

- Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives

Understandings:

- Learn names of food and drink allows one to converse about their diet
- Expressions of frequency allows one to share their diet and meals or drinks consumed

<p>(attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p> <ul style="list-style-type: none"> Learners recognize and identify a few typical practices of the target culture. <p>Cultural Connections:</p> <ul style="list-style-type: none"> Compare meal times in the United States vs. Spanish speaking countries Study and experience the passion for Churros y Chocolate Discuss why many students in Spanish speaking countries have an extended school day as a result of "la comida" <p>Grammar Review of and Instruction with:</p> <ul style="list-style-type: none"> Use of the verb <i>estar</i> to talk about location of foods/drinks Review the Spanish Subject Pronouns (all 12) Understand how to Conjugate an ER/IR verbs Practice the differences between the structure of a sentence and a question (placement of the subject and the verb) Understand the 2 noun rule in Spanish (ex: orange juice/ <i>el jugo de naranja</i>) Adjective agreement with describing foods/drinks Speak of preferences of singular vs. plural nouns <i>Me gusta(n)</i> and <i>Me encanta(n)</i> with definite articles Explain why one likes/dislikes a food/drink using "porque" with an adjective Use expressions of frequency to share how often you eat and drink 	<ul style="list-style-type: none"> Conjugations of ER verb "beber" and "comer" open conversations amongst others and about them The difference between <i>me gusta</i> and <i>me gustan</i> is used for expressing preferences for singular vs. plural food and drink <p>Essential Questions:</p> <ul style="list-style-type: none"> What are the similarities and differences where Spanish teens shop for food and what they eat? How does food teach you about people, their country and their culture? What time are meals typically eaten in Spanish-speaking countries? What is a "la siesta hora?" and what is the purpose of "la comida?" How does one define typical meal times and what's an acceptable meal?
<p>Can Do Statements:</p> <ul style="list-style-type: none"> Students can talk about foods and beverages for breakfast, lunch, and dinner Students can talk about likes and dislikes and explain why with the use of adjectives (savory, spicy, sour, salty, etc.) Students can express how often they eat or drink a particular food or drink Students can understand cultural perspectives on meals Students can use the present tense of -ar, -er and -ir verbs as well as <i>gusta(n)/or encanta(n)</i> 	
<p>Students will know/learn...</p> <ul style="list-style-type: none"> Verb <i>estar</i> Verb <i>comer</i> Verb <i>beber</i> Conjugation of ER/IR verbs 	

- Adjective agreement
- Definite articles
- Gusta(n)
- Encanta(n)
- Phrases of frequency (always, never, sometimes, every day)

Students will be able to...

- In Spanish, demonstrate an understanding of the practices and perspectives of the different meals in the hispanic world
- Students will use their cultural knowledge for interpersonal, interpretive, and presentational communication to share their likes and dislikes of foods and drinks
- Students will share how often they eat or drink certain foods expressing why based on prior knowledge of adjectives and how they agree with the noun (food/drink)
- Speak about foods one eats using the verb "comer"
- Share what meals are eaten at different times of the day
- Respond to questions referring to one's preferences of foods
- Speak about what beverages one drinks using the verb "beber"
- Communicate when one drinks particular beverages
- Students will be able to ask and respond to questions understanding how to use the correct forms of "comer" and "beber"

Interdisciplinary Connections

English Language Arts: L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Activity: Oral and written practice of the Two Nouns Rule/Adjective Agreement/Analysis of parts of speech.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Demonstrate creativity and innovation. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. Activity: Students will partake in a creation of a tasty soup including 10 to 12 ingredients all demonstrating the adjective agreement rules. The class will also demonstrate the Two Nouns Rule in a contest of making a Subway hero with both rules mentioned above.

9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills. Activity: Discuss the education needed for a career in the food or hospitality business.

9.4.8.IML.6: Identify subtle and overt messages based on the method of communication. 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). Activity: Students will understand the importance of basic food/cafe dialogue to understand the use of the language for ordering food and making decisions related to travel needs.

Computer Science and Design Thinking

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Activity: Use technology to create picture prompts of meals and placement of foods/drinks - Describe using prepositions, adjectives, proper forms of verbs.

Assessment Evidence

Formative:

Interpersonal:

- Ask for some personal information such as favorite drink, food, or dessert
- Provide personal information such as why one likes particular foods or drinks
- Ask memorized questions (yes/no, either/or, and short response) related to preferences of foods or drinks

Interpretive:

- Adjust intonation (raise or lower pitch) as appropriate for asking a question (yes/no, either/or and short response) about when and what foods/drinks are consumed

Presentational:

- Use words, phrases, and memorized sentences to describe meals and when one eats or drinks
- Use words, phrases, and memorized sentences to describe others' preferences in the third person
- Categorize meals and drinks based on whether they are demonstrating the Two Nouns Rule or the adjective agreement rules
- Use words, phrases, and memorized sentences and technology tools to tell a story of activities one partakes in and how often (AR,ER, IR verbs)

Summative:

Interpersonal:

- Respond to frequent questions about meals and choices based off of preferences
- Express likes and dislikes using visual cues of foods or drinks
- Describe meals using proper adjectives in the correct form based on gender and number

Interpretive:

- React with gestures or drawings to verbal or written descriptions of foods or drinks

Benchmark:

- [Oral Assessment Rubric](#)
- [Writing Assessment Rubric](#)

Alternative:

- Visual Menu/ Project
- El Restaurante - Oral Skit (Comer, Beber, Compartir)

Other Evidence:

- Rubrics (included on projects)
- Teacher Observation - Class interactions
- Speaking presentations - Surveys/Menus
- Self-assessments - CB Drills
- Student participation - Cultural Jig-saw
- Work completion - Conjugation of -ar, -er and -ir verbs: comer, beber, compartir
- Quizzes/tests (AR/ER/IR Verbs Conjugation)
- Projects (Sopa Sabrosa/ Submarino)

- Show comprehension of the main idea of a verbal or written story or conversation by sequencing pictures
- Show limited comprehension to simple questions and statements about a verbal or written story or conversation related to foods, drinks, and preferences

Presentational:

- Convey meaning through gestures or through listing information for meals during the day
- Prepare illustrated stories and share as part of a group describing people eating
- Recite or dramatize songs, short stories, or poems with ER verbs (comer/beber)
- Participate in the creation of a list of foods and drinks consumed at various times using phrases of frequency (always, never, sometimes, every day)

Resources for Instruction

Core Materials:

Textbook: *Avancemos* published by Houghton Mifflin Harcourt Publishing Company 2018

Supporting Materials:

Powerful Strategies for Differentiating Instruction in your Foreign Language Classroom by Alice Kosnik.
Breaking the Spanish Barrier by John Conner.
Improving Foreign Language Speaking through Formative Assessment by Harry Tuttle and Alan Tuttle.
 Spanish English Dictionary
 Stephen Krashen's "Principles and Practice in Second Language Acquisition"

Technology:

<http://www.studyspanish.com/tutorial.htm>
<http://www.learnspanish.com/>
<http://spanish.about.com>
<http://www.onlinenewspapers.com/>
<http://www.univision.com/portal.jhtml>
<http://www.youtube.com>
<http://a4esl.org/>
www.quizlet.com
www.dragondictation.com
<http://www.senorwooly.com>
<http://www.duolingo.com>
<http://www.studyspanish.com/tutorial.htm>
<http://www.learnspanish.com/>
<http://spanish.about.com/>
<http://www.onlinenewspapers.com/>
<http://www.univision.com/portal.jhtml>
<http://www.youtube.com> <http://a4esl.org/>
www.dragondictation.com
www.edpuzzle.com

New Jersey Administrative Code Summary and Statutes covered in this document:

Integration of 21st Century Themes and Skills and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3). “Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.