

## Pine Hill Public Schools Curriculum

Content Area: Spanish	World Language		
Course Title/ Grade Level:	Spanish -6th		
Unit 1:	<b>Introduction – why is it important to learn Spanish?</b>	Weeks:	<b>week 1 - day 1</b>
Unit 2:	<b>Spanish-speaking countries intro</b>	Weeks:	<b>week 1 - days 2 &amp; 3</b>
Unit 3:	<b>Days, Months, Weather; asking and answering What Day Is Today/Yesterday/Tomorrow?</b>	Weeks:	<b>week 1 - days 4 &amp; 5/week 2 - day 1</b>
Unit 4:	<b>Common Spanish Names &amp; Mexican Folk Art</b>	Weeks:	<b>week 2 - days 2, 3, &amp; 4</b>
Unit 5:	<b>Colors</b>	Weeks:	<b>week 2 - day 5/week 3 (all week)</b>
Unit 6:	<b>Numbers 1-100</b>	Weeks:	<b>week 4 - days 1 &amp; 2 (review &amp; test days 3, 4, &amp; 5)</b>
Unit 7:	<b>Basic Conversations</b>	Weeks:	<b>week 5 - all week</b>
Unit 8:	<b>The House- Rooms and furniture</b>	Weeks:	<b>week 6 - all week</b>
Unit 9:	<b>Famous Hispanics</b>	Weeks:	<b>week 7 - days 1 &amp; 2</b>
Unit 10:	<b>Asking and answering What Do You Like?</b>	Weeks:	<b>week 7 - days 3 &amp; 4</b>
Unit 11:	<b>Pablo Picasso &amp; his works</b>	Weeks:	<b>week 7 - day 5/week 8 - days 1 &amp; 2 (review and test days 3, 4, &amp; 5)</b>
Unit 12:	<b>Mexican, Spanish, &amp; Puerto Rican Food</b>	Weeks:	<b>The rest of the marking period.</b>
Unit 13	<b>Dia de los Muertos – Day of the Dead</b>	Weeks:	<b>November</b>
Unit 13	<b>Cinco de Mayo</b>	Weeks:	<b>May</b>
Date Created or Revised:	August 2012- June 2013		
BOE Approval Date:	08/27/2013		

**Pine Hill Public Schools  
Spanish Curriculum**

<b>Unit Title:</b> Introduction – Why is it important to learn Spanish?		<b>Unit #: 1</b>
<b>Course or Grade Level:</b> 6th		<b>Length of Time:</b> 1 day
<b>Date Created:</b> June 2013		<b>BOE Approval Date:</b>
<b>Pacing</b>	<b>week 1 - day 1</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Who is the teacher? Who are the students?</li> <li>• What can you expect in Spanish this marking period?</li> <li>• Why is Spanish a prevalent language?</li> <li>• Why is it important to know and understand that Spanish is a world language?</li> <li>• Why is it important for us to learn Spanish?</li> <li>• What words do you already know in Spanish?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Student/teacher introduction</li> <li>• Rules/procedures</li> <li>• Overview of the marking period</li> <li>• Brainstorm why it's important to learn Spanish</li> <li>• Text- why do we learn Spanish?</li> <li>• Quiz – what do you already know in Spanish?</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Successfully follow directions.</li> <li>• Recognize why it is important to learn the language.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Verbal feedback through class discussion and individual whiteboards.</li> <li>• Participation through the use of popsicle sticks.</li> <li>• Individual written classwork assignments.</li> <li>• Do-Now's</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Think/pair/share- heterogeneous grouping</li> <li>• Visual aids</li> <li>• Question and answer notes checklist</li> <li>• Self-guided research</li> <li>• Peer Collaboration</li> <li>• Content differentiation- adjust independent materials and assessment</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Social Studies</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Smart board</li> <li>• Textbook</li> <li>• Students fill out index card with their information – name, homeroom number, home phone number, etc.</li> <li>• Read text (p.2) – why do we learn Spanish? Discuss.</li> <li>• 20-question quiz – teacher says a word/phrase in Spanish, student writes its meaning in English.</li> </ul>	
<b>2009 NJCCCS</b>		
<p><b>Standard: 7.1 World Languages:</b> All students will be able to use a world language in addition to English 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.</p>		
<p><b>Strand(s):</b> Novice-Mid</p>		
<p><b>Content Statement(s):</b> The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p>		<p><b>CPI # / CPI(s):</b> 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>

<u>21<sup>st</sup> Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

<b>Pine Hill Public Schools Spanish Curriculum</b>	
<b>Unit Title:</b> An introduction to the 21 Spanish-speaking countries of the world.	<b>Unit #: 2</b>
<b>Course or Grade Level:</b> 6 <sup>th</sup>	<b>Length of Time:</b> 2 days
<b>Date Created:</b> June 2013	<b>BOE Approval Date:</b>
<b>Pacing</b>	Week 1 - days 2 & 3
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Why is Spanish a prevalent language?</li> <li>• Why is it important to know and understand that Spanish is a world language?</li> <li>• Why is it important to learn this language as a citizen of the U.S.A.?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Spanish-speaking countries.</li> <li>• Important Spanish landmarks</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• SWBAT name at least 5 out of the 21 Spanish-speaking countries of the world and list at least one fact about each of the 5 countries.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Verbal feedback through class discussions.</li> <li>• Oral questions &amp; answers</li> <li>• Do Nows</li> <li>• Cumulative exam at the end of Unit 6.</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Think/pair/share- heterogeneous grouping</li> <li>• Visual aids</li> <li>• Grammar checklist</li> <li>• Self-guided research</li> <li>• Peer Collaboration</li> <li>• Content differentiation- adjust independent materials and assessment</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Social Studies (history and geography)</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Power Point</li> <li>• Personal photos</li> <li>• Maps in the textbook</li> <li>• YouTube</li> <li>• Google Earth</li> <li>• Which countries do you already know?</li> <li>• Power point - Spanish-speaking countries</li> <li>• Note-taking</li> <li>• Important Spanish landmarks – Sagrada Familia, Machu Picchu, Chichen Itza, etc.</li> <li>• YouTube – famous Spanish landmarks (Sagrada Familia, Chichen Itza, etc.)</li> <li>• Fly to countries using Google Earth</li> </ul>

**2009 NJCCCS**

**Standard: 7.1 World Languages:** All students will be able to use a world language in addition to English 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.

**Strand(s):** Novice-Mid

**Content Statement(s):** Maps, graphs, and other graphic organizers facilitate understanding of information on a wide 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.)

**CPI # / CPI(s):** 7.1.NM.A.4 - Identify familiar people, places, and objects based on simple oral and/or written descriptions.

[21<sup>st</sup> Century Themes](#)

<u><a href="#">21<sup>st</sup> Century Skills</a></u>	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
			ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools  
Spanish Curriculum**

<b>Unit Title: Days, Months, Weather; asking and answering What day is today/ What day was yesterday/ What day will tomorrow be?</b>		<b>Unit #: 3</b>
<b>Course or Grade Level: 6<sup>th</sup> grade</b>		<b>Length of Time: 3 days</b>
<b>Date Created: June 2013</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	week 1 - days 4 & 5/week 2 - day 1	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is the weather?</li> <li>• What is the date?</li> <li>• What is the difference between the Spanish-speaking calendar and the English calendar?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Vocabulary - Days, Months, Weather</li> <li>• Asking and answering what day is today/ what day was yesterday/ what day will tomorrow be?</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• SWBAT tell what day today is, what day yesterday was, and what day tomorrow will be in Spanish and name all 7 days of the week and 12 months; and tell the weather.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Verbal feedback through class discussion</li> <li>• Do-Nows</li> <li>• Cumulative exam at the end of Unit 6.</li> </ul>	

<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Think/pair/share- heterogeneous grouping</li> <li>• Visual aids</li> <li>• Grammar checklist</li> <li>• Self-guided research</li> <li>• Peer Collaboration</li> <li>• Content differentiation- adjust independent materials and assessment</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Social Studies</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Smart board notes and games</li> <li>• Note-taking</li> <li>• Individual Spanish/English dictionaries.</li> <li>• Textbook</li> <li>• Prezi/PowerPoint</li> <li>• Individual whiteboards and markers</li> <li>• Daily Calendar</li> <li>• Students will use TPR (total physical response) to learn today, yesterday, and tomorrow; and weather words.</li> </ul>

**2009 NJCCCS**

**Standard: 7.1 World Languages:** All students will be able to use a world language in addition to English 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.

**Strand(s):** Novice-Mid

**Content Statement(s):** The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

**CPI # / CPI(s):** 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

**21<sup>st</sup> Century Themes**

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
---	------------------	--	---	--	----------------	--	-----------------

**21<sup>st</sup> Century Skills**

	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools  
Spanish Curriculum**

**Unit Title: Common Spanish Names & Mexican Folk Art**

**Unit #: 4**

**Course or Grade Level: 6<sup>th</sup> grade**

**Length of Time: 3 days**

**Date Created: June 2013**

**BOE Approval Date:**

**Pacing**

week 2 - days 2, 3, & 4

<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are some common Spanish names and why are they so different from the common English names?</li> <li>• What makes Mexican Folk Art look different than other art forms?</li> <li>• Why is it important to learn about Hispanic art forms?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Spanish names</li> <li>• Folk Art</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• SWBAT name several common Spanish first names and recognize Mexican Folk Art.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Verbal feedback through class discussion.</li> <li>• Do-Nows</li> <li>• Folk Art coloring sheet</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Think/pair/share- heterogeneous grouping</li> <li>• Visual aids</li> <li>• Grammar checklist</li> <li>• Self-guided research</li> <li>• Peer Collaboration</li> <li>• Content differentiation- adjust independent materials and assessment</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Art/Visual Arts</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Smart board</li> <li>• Textbook (p. 5)</li> <li>• Mexican Folk Art coloring pages</li> <li>• Decorating folder cover with new Spanish name and Mexican folk art</li> </ul>

**2009 NJCCCS**

**Standard: 7.1 World Languages:** All students will be able to use a world language in addition to English 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.

**Strand(s):** Novice-Mid

**Content Statement(s):** Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)

**CPI # / CPI(s):** 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

**21<sup>st</sup> Century Themes**

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
---	------------------	--	---	--	----------------	--	-----------------

**21<sup>st</sup> Century Skills**

	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

<b>Unit Title:</b> Colors						<b>Unit #: 5</b>	
<b>Course or Grade Level:</b> 6 <sup>th</sup> grade				<b>Length of Time:</b> 6 days			
<b>Date Created:</b> June 2013				<b>BOE Approval Date:</b>			
<b>Pacing</b>		week 2 - day 5/week 3 (all week)					
<b>Essential Questions</b>		<ul style="list-style-type: none"> <li>• Why is it important to be able to say colors in Spanish?</li> <li>• What do the colors of flags symbolize and represent?</li> </ul>					
<b>Content</b>		<ul style="list-style-type: none"> <li>• Colors</li> <li>• Flags of Spanish speaking countries and their colors</li> </ul>					
<b>Skills</b>		<ul style="list-style-type: none"> <li>• SWBAT name all the colors in Spanish.</li> </ul>					
<b>Assessments</b>		<ul style="list-style-type: none"> <li>• Verbal feedback through class discussion.</li> <li>• Textbook activities</li> <li>• Colors project</li> <li>• Cumulative exam at the end of Unit 6.</li> </ul>					
<b>Interventions / differentiated instruction</b>		<ul style="list-style-type: none"> <li>• Think/pair/share- heterogeneous grouping</li> <li>• Visual aids</li> <li>• Vocabulary notes</li> <li>• Self-guided research</li> <li>• Peer Collaboration</li> <li>• Content differentiation- adjust independent materials and assessment</li> </ul>					
<b>Inter-disciplinary Connections</b>		<ul style="list-style-type: none"> <li>• Art/Visual Arts</li> </ul>					
<b>Lesson resources / Activities</b>		<ul style="list-style-type: none"> <li>• Smart board</li> <li>• Textbook activities</li> <li>• Write colors in notebooks.</li> <li>• Identify colors on Folk Art pages.</li> <li>• Colors project poster – Choose a flag of your choice regarding your own country of origin and describe its' colors and symbols.</li> </ul>					
<b>2009 NJCCCS</b>							
<b>Standard: 7.1 World Languages:</b> All students will be able to use a world language in addition to English 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.							
<b>Strand(s):</b> Novice-Mid							
<b>Content Statement(s):</b> The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.				<b>CPI # / CPI(s):</b> 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.			
<b><u>21<sup>st</sup> Century Themes</u></b>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
x	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration	x	Information Literacy

	Media Literacy		ICT Literacy		Life and Career Skills
--	----------------	--	--------------	--	------------------------

<b>Pine Hill Public Schools Spanish Curriculum</b>	
<b>Unit Title:</b> Numbers 1-100	<b>Unit #: 6</b>
<b>Course or Grade Level:</b> 6 <sup>th</sup> grade	<b>Length of Time:</b> 2 days
<b>Date Created:</b> June 2013	<b>BOE Approval Date:</b>
<b>Pacing</b>	week 4 - days 1 & 2
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Why is it important to learn numbers in Spanish?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Numbers 1-100</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• SWBAT say the numbers 1-100 in Spanish.</li> <li>• SWBAT use numbers to complete addition, subtraction, multiplication and division problems.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Verbal feedback through class discussion.</li> <li>• Textbook activities</li> <li>• Verbal feedback through class discussion and individual whiteboards.</li> <li>• Participation through the use of popsicle sticks.</li> <li>• Individual written classwork assignments.</li> <li>• Do-Now's</li> <li>• Game</li> <li>• Cumulative exam at the end of the Unit regarding numbers and math problems</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Think/pair/share- heterogeneous grouping</li> <li>• Visual aids</li> <li>• Grammar checklist</li> <li>• Self-guided research</li> <li>• Peer Collaboration</li> <li>• Content differentiation- adjust independent materials and assessment</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Mathematics</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Textbook Activities</li> <li>• Note-taking</li> <li>• Individual whiteboards and markers</li> <li>• Test at the end of the unit</li> <li>• Math games</li> </ul>
<b>2009 NJCCCS</b>	
<p><b>Standard: 7.1 World Languages:</b> All students will be able to use a world language in addition to English 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.</p>	
<p><b>Strand(s):</b> Novice-Mid</p>	
<p><b>Content Statement(s):</b> The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p>	<p><b>CPI # / CPI(s):</b> 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>



<u>21<sup>st</sup> Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
	Creativity and Innovation	x	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

<b>Pine Hill Public Schools Spanish Curriculum</b>	
<b>Unit Title: Basic Conversations</b>	<b>Unit #: 7</b>
<b>Course or Grade Level: 6th</b>	<b>Length of Time: 5 days</b>
<b>Date Created: June 2013</b>	<b>BOE Approval Date:</b>
<b>Pacing</b>	week 5 - all week
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Why is it important to be able to greet and say goodbye to someone in Spanish?</li> <li>• Why is it important to be able to introduce yourself in Spanish?</li> <li>• Why is it important to be able to tell someone where you are from and ask where they are from?</li> <li>• Why is it important to be able to tell how old you are?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Basic conversation questions and answers.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• SWBAT introduce themselves; ask and answer “how are you”; ask and answer “how old are you”; and ask and answer “where are you from”?</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Verbal feedback through classroom discussions.</li> <li>• Textbook activities.</li> <li>• Cumulative exam at the end of Unit 11.</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Think/pair/share- heterogeneous grouping</li> <li>• Visual aids</li> <li>• Vocabulary checklist</li> <li>• Self-guided research</li> <li>• Peer Collaboration</li> <li>• Content differentiation- adjust independent materials and assessment</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Language arts and literacy</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Textbook (p. 21-18)</li> <li>• Note-taking</li> <li>• Textbook activities 5, 7, 10, 11, 12, 14, 15, 16, 17, and 19.</li> <li>• Role-playing &amp; skits.</li> <li>• Basic conversation list</li> <li>• Smart board</li> <li>• Individual Spanish/English dictionaries</li> <li>• Individual whiteboards and markers</li> </ul>
<b>2009 NJCCCS</b>	
<b>Standard: 7.1 World Languages:</b> All students will be able to use a world language in addition to English 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.

**Strand(s):** Novice-Mid

<b>Content Statement(s):</b> The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.	<b>CPI # / CPI(s):</b> 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
--	---


**21<sup>st</sup> Century Themes**

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
---	------------------	--	---	--	----------------	--	-----------------

**21<sup>st</sup> Century Skills**

	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools  
Spanish Curriculum**

<b>Unit Title:</b> The House- Rooms and furniture	<b>Unit #: 8</b>
---	------------------

<b>Course or Grade Level:</b> 6 <sup>th</sup>	<b>Length of Time:</b> 5 days
---	-------------------------------

<b>Date Created:</b> June 2013	<b>BOE Approval Date:</b>
--------------------------------	---------------------------

<b>Pacing</b>	week 6 - all week
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What does your house look like?</li> <li>• What is your favorite room in the house and why?</li> <li>• What does your ideal house look like?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• House words – kitchen, bedroom, bathroom, living room, dining room, basement, attic</li> <li>• Basic furniture words – sofa, table, chairs, bed, dresser, closet, toilet closet, refrigerator</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• SWBAT describe rooms and furniture in a house.</li> <li>• SWBAT create and label rooms and furniture on <a href="http://www.homestyler.com">www.homestyler.com</a>.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Verbal feedback through classroom discussions.</li> <li>• Textbook activities.</li> <li>• Cumulative exam at the end of the Unit.</li> <li>• Participation through the use of popsicle sticks.</li> <li>• Individual written classwork assignments.</li> <li>• Do-Now's</li> <li>• Project-<a href="http://www.homestyler.com">www.homestyler.com</a></li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Think/pair/share- heterogeneous grouping</li> <li>• Visual aids</li> <li>• Vocabulary notes</li> <li>• Self-guided research</li> <li>• Peer Collaboration</li> <li>• Content differentiation- adjust independent materials and assessment</li> </ul>

<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Social Studies</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Smart board</li> <li>• Note-taking</li> <li>• <a href="http://www.homestylar.com">www.homestylar.com</a></li> <li>• Individual Spanish/English dictionaries.</li> <li>• Individual whiteboards and markers</li> <li>• Vocabulary test at the end of the unit</li> <li>• Students will create their ideal house (on paper) and label all the rooms/furniture.</li> </ul>

**2009 NJCCCS**

**Standard: 7.1 World Languages:** All students will be able to use a world language in addition to English 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.

**Strand(s):** Novice-Mid

**Content Statement(s):** What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)

**CPI # / CPI(s):** 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

**21<sup>st</sup> Century Themes**

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
---	------------------	--	---	--	----------------	--	-----------------

**21<sup>st</sup> Century Skills**

x	Creativity and Innovation	x	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
x	Media Literacy		ICT Literacy	x	Life and Career Skills		

**Pine Hill Public Schools  
Spanish Curriculum**

<b>Unit Title: Famous Hispanics</b>		<b>Unit #: 9</b>
<b>Course or Grade Level: 6<sup>th</sup></b>		<b>Length of Time: 2 days</b>
<b>Date Created: June 2013</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	week 7 - days 1 & 2	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What famous people (actors, singers, athletes, etc) do we know who are of Hispanic heritage?</li> <li>• Where have we seen/heard them before?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Famous Hispanics</li> </ul>	

<b>Skills</b>	<ul style="list-style-type: none"> <li>• SWBAT to name at least 10 famous Hispanics and tell why they are famous.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Verbal feedback through classroom discussions.</li> <li>• Listing at least 10 famous Hispanics and telling why they are famous.</li> <li>• Cumulative exam at the end of Unit 11.</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Think/pair/share- heterogeneous grouping</li> <li>• Visual aids</li> <li>• Self-guided research</li> <li>• Peer Collaboration</li> <li>• Content differentiation- adjust independent materials and assessment</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Social Studies</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Power Point on famous Hispanics including videos and sound clips</li> <li>• Note-taking</li> </ul>

**2009 NJCCCS**

**Standard: 7.1 World Languages:** All students will be able to use a world language in addition to English 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.

**Strand(s):** Novice-Mid

**Content Statement(s):** 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. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

**CPI # / CPI(s):** 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.  
7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

**21<sup>st</sup> Century Themes**

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
---	------------------	--	---	--	----------------	--	-----------------

**21<sup>st</sup> Century Skills**

	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools  
Spanish Curriculum**

<b>Unit Title: Asking and answering What Do You Like?</b>		<b>Unit #: 10</b>
<b>Course or Grade Level: 6<sup>th</sup></b>		<b>Length of Time: 2 days</b>
<b>Date Created: June 2013</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	week 7 - days 3 & 4	

<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Why is it important to be able to express your interests?</li> <li>• Why is it important to know what interests someone else?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• What do you like – que te gusta?</li> <li>• I like _____. – Me gusta _____.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• SWBAT to ask what someone likes.</li> <li>• SWBAT tell what they like.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Verbal feedback through classroom discussions.</li> <li>• Skits</li> <li>• Cumulative exam at the end of Unit 11.</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Think/pair/share- heterogeneous grouping</li> <li>• Visual aids</li> <li>• Self-guided research</li> <li>• Peer Collaboration</li> <li>• Content differentiation- adjust independent materials and assessment</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Language arts and literacy</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Note-taking</li> <li>• Skits</li> </ul>

**2009 NJCCCS**

**Standard: 7.1 World Languages:** All students will be able to use a world language in addition to English 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.

**Strand(s):** Novice-Mid

○ <b>Content Statement(s):</b> The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.	<b>CPI # / CPI(s):</b> 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

**21<sup>st</sup> Century Themes**

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
---	------------------	--	---	--	----------------	--	-----------------

**21<sup>st</sup> Century Skills**

x	Creativity and Innovation	x	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools  
Spanish Curriculum**

**Unit Title: Pablo Picasso & his works**

**Unit #: 10**

<b>Course or Grade Level: 6<sup>th</sup></b>		<b>Length of Time: 3 days</b>	
<b>Date Created: June 2013</b>		<b>BOE Approval Date:</b>	
<b>Pacing</b>	week 7 - day 5/week 8 - days 1 & 2		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Who was Pablo Picasso?</li> <li>• What were his famous periods of art?</li> <li>• Why did he paint his blue period – why was he so sad?</li> <li>• Why is it important to learn different styles of art?</li> </ul>		
<b>Content</b>	<ul style="list-style-type: none"> <li>• Pablo Picasso history and background</li> <li>• Pablo Picasso periods and paintings</li> </ul>		
<b>Skills</b>	<ul style="list-style-type: none"> <li>• SWBAT to evaluate the work of a famous artist and distinguish between his different artistic periods.</li> </ul>		
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Verbal feedback through classroom discussions.</li> <li>• Students' own Picasso painting.</li> <li>• Cumulative exam at the end of Unit 11.</li> </ul>		
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Think/pair/share- heterogeneous grouping</li> <li>• Visual aids</li> <li>• Self-guided research</li> <li>• Peer Collaboration</li> <li>• Content differentiation- adjust independent materials and assessment</li> </ul>		
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Visual Arts</li> </ul>		
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Power Point</li> <li>• Note-taking</li> <li>• Discussion</li> <li>• Students create their own Picasso-like drawing/painting.</li> </ul>		
<b>2009 NJCCCS</b>			
<b>Standard: 7.1 World Languages:</b> All students will be able to use a world language in addition to English 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.			
<b>Strand(s):</b> Novice-Mid			
○	<b>Content Statement(s):</b> Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)	<b>CPI # / CPI(s):</b> 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.	
<b><u>21<sup>st</sup> Century Themes</u></b>			
X	Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy
			Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>			
	Creativity and Innovation	Critical Thinking and Problem Solving	X
	Media Literacy	ICT Literacy	Communication and Collaboration
			Information Literacy
			Life and Career Skills

**Pine Hill Public Schools**  
**Spanish Curriculum**

<b>Unit Title: Mexican, Spanish, and Puerto Rican Food</b>		<b>Unit #: 11</b>	
<b>Course or Grade Level: 6<sup>th</sup></b>		<b>Length of Time: approx. 1 ½ weeks</b>	
<b>Date Created: June 2013</b>		<b>BOE Approval Date:</b>	
<b>Pacing</b>	week 9-10		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are some traditional Mexican, Spanish, and Puerto Rican dishes?</li> <li>• What is the difference between the traditional foods and foods at places like Taco Bell?</li> <li>• Why do these countries use certain ingredients in their dishes (ex: corn &amp; tortillas in Mexico)?</li> <li>• Which culture has a healthier diet? Which foods are examples of healthy eating?</li> </ul>		
<b>Content</b>	<ul style="list-style-type: none"> <li>• Mexican, Spanish, Puerto Rican food</li> </ul>		
<b>Skills</b>	<ul style="list-style-type: none"> <li>• SWBAT name traditional Mexican, Spanish, and Puerto Rican foods.</li> <li>• SWBAT distinguish between authentic foods and things like Taco Bell.</li> <li>• SWBAT tell the difference between foods that are healthy and foods that are not so healthy.</li> </ul>		
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Verbal feedback through classroom discussions.</li> <li>• Menus</li> <li>• Cumulative exam at the end of the Unit.</li> </ul>		
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Think/pair/share- heterogeneous grouping</li> <li>• Visual aids</li> <li>• Modeling-student created menus from the previous year</li> <li>• Self-guided research</li> <li>• Peer Collaboration</li> <li>• Content differentiation- adjust independent materials and assessment</li> </ul>		
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Social Studies</li> </ul>		
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Power Points</li> <li>• Note-taking</li> <li>• Discussions</li> <li>• Students create their own restaurant menu – they choose a name for their restaurant and incorporate the foods they have learned plus create 3 of their own dishes using the common ingredients of each country.</li> </ul>		
<b>2009 NJCCCS</b>			
<p><b>Standard: 7.1 World Languages:</b> All students will be able to use a world language in addition to English 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.</p>			
<b>Strand(s):</b> Novice-Mid			
○	<p><b>Content Statement(s):</b> Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)</p>	<p><b>CPI # / CPI(s):</b> 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p>	
<b>21<sup>st</sup> Century Themes</b>			
X	Global Awareness	Financial, Economic, Business, and Entrepreneurial	Civic Literacy
			Health Literacy

			Literacy				
<u>21<sup>st</sup> Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

<b>Pine Hill Public Schools Spanish Curriculum</b>	
<b>Unit Title: Dia de los Muertos – Day of the Dead</b>	<b>Unit #: 12</b>
<b>Course or Grade Level: 6<sup>th</sup></b>	<b>Length of Time: 2 days</b>
<b>Date Created: June 2013</b>	<b>BOE Approval Date:</b>
<b>Pacing</b>	November 1 & 2
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is Dia de los Muertos and why is it important to the people of Mexico?</li> <li>• What celebration/holiday do we have here in the U.S. that is similar to this holiday?</li> <li>• What types of things do the Mexican people do to celebrate this important holiday?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Dia de los Muertos</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• To understand the importance and traditions of the holiday.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Verbal feedback through class discussion and individual whiteboards.</li> <li>• Participation through the use of popsicle sticks.</li> <li>• Individual written classwork assignments.</li> <li>• Do-Now's</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Think/pair/share- heterogeneous grouping</li> <li>• Visual aids</li> <li>• Self-guided research</li> <li>• Peer Collaboration</li> <li>• Content differentiation- adjust independent materials and assessment</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Social Studies</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Power Point</li> <li>• Note-taking</li> <li>• Discussions</li> <li>• Students create their own Dia de los Muertos skeleton, remembering and celebrating someone they know who has passed away (could also be an animal).</li> </ul>
<b>2009 NJCCCS</b>	
<b>Standard: 7.1 World Languages:</b> All students will be able to use a world language in addition to English 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.	
<b>Strand(s):</b> Novice-Mid	
○ <b>Content Statement(s):</b> Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should	<b>CPI # / CPI(s):</b> 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to



include, but are not limited to: authentic celebrations, songs, and dances.)				targeted themes.			
<b><u>21<sup>st</sup> Century Themes</u></b>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

<b>Pine Hill Public Schools Spanish Curriculum</b>	
<b>Unit Title: Cinco de Mayo</b>	<b>Unit #: 13</b>
<b>Course or Grade Level: 6<sup>th</sup></b>	<b>Length of Time: 1 day</b>
<b>Date Created: June 2013</b>	<b>BOE Approval Date:</b>
<b>Pacing</b>	May 5
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is Cinco de Mayo and why is it important?</li> <li>• What types of things do people do to celebrate this important holiday?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Cinco de Mayo</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• To understand the importance and traditions of the holiday.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Verbal feedback through class discussion and individual whiteboards.</li> <li>• Participation through the use of popsicle sticks.</li> <li>• Individual written classwork assignments.</li> <li>• Do-Now's</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Think/pair/share- heterogeneous grouping</li> <li>• Visual aids</li> <li>• Self-guided research</li> <li>• Peer Collaboration</li> <li>• Content differentiation- adjust independent materials and assessment</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Social Studies</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Power Point</li> <li>• Note-taking</li> <li>• Discussions</li> </ul>
<b>2009 NJCCCS</b>	
<p><b>Standard: 7.1 World Languages:</b> All students will be able to use a world language in addition to English 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.</p>	

**Strand(s):** Novice-Mid

<b>Content Statement(s):</b> Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)	<b>CPI # / CPI(s):</b> 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
---	---


**21<sup>st</sup> Century Themes**

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
---	------------------	--	---	--	----------------	--	-----------------

**21<sup>st</sup> Century Skills**

	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
--	---------------------------	--	---------------------------------------	---	---------------------------------	--	----------------------

	Media Literacy		ICT Literacy		Life and Career Skills		
--	----------------	--	--------------	--	------------------------	--	--