Spanish 5\textsuperscript{th} - 6\textsuperscript{th}

For interventions for curriculum and instruction: Diverse learners: please see Appendix A & B

For 21\textsuperscript{st} Century Themes, Skills and Standards for each unit please access Genesis Lesson Planner

For Technology Integration and Standards please access Genesis Lesson Planner
Unit 1:

Introducción al mundo Español
Introduction to the Spanish world

Content Area: World Language
Course & Grade Level: Spanish 5th and 6th

Summary and Rationale

First impressions are the hallmarks of any upcoming relationships. In order to network and connect with the world on a positive note, first impressions are a priority; the awareness of what can cause a good impression is vital. Starting with an “hola” and following with a “mucho gusto” makes the difference of a lifetime. A Spanish classroom is not only the stage to multicultural conversations, it is also where you recharge your artillery and get ready to give life “sabor.”

Recommended Pacing

5 weeks

State Standards

**Standard 7.1** 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 domestic and foreign communities.

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### CPI #7.1 B
**Cumulative Progress Indicator (CPI)**  
**Strand B**  
**Interpersonal Mode**

7.1. NM. B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.  
*This CPI supports Anchor Standard 6 NJSLS-ELA Writing and Anchor Standard 1 NJSLS-ELA Speaking & Listening*

7.1. NM. B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.  
*This CPI supports Anchor Standard 1 NJSLS-ELA Reading.*

7.1. NM. B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.  

7.1. NM. B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.  
*This CPI supports Anchor Standards 1 NJSLS-ELA Speaking & Listening*

7.1. NM. B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.  
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### CPI #7.1 C
**Cumulative Progress Indicator (CPI)**  
**Strand C**  
**Presentational Mode**

7.1 NM. C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.  
*This CPI supports Anchor Standards 4, 5, & 6 NJSLS-ELA Writing and Anchor Standard 4 NJSLS-ELA Speaking & Listening*

7.1 NM. C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.  
*This CPI supports Anchor Standards 4, 5, & 6 NJSLS-ELA Writing and Anchor Standard 4 NJSLS-ELA Speaking & Listening*

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

7.1 NM. C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.  
*This CPI supports Anchor Standards 4, 5, & 6 NJSLS-ELA Writing and Anchor Standard 4 NJSLS-ELA Speaking & Listening*

7.1 NM. C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

**Instructional Focus**

**Unit Enduring Understandings:**
- Studying Spanish and learning to greet others will be useful to my future and give me insight into other cultures.
- Analyze the differences between the Spanish and English alphabets.
- Establish a routine by using Spanish in the classroom.
**Unit Essential Questions:**
- Why do people in Spanish-speaking countries use formal and informal greetings?
- Why are there more letters in the Spanish alphabet than in the English alphabet?
- How do cultural differences among Spanish speaking countries and the United State impact communication?

**Students will know:**
- Vocabulary: greetings, farewells.
- Responses to introduction questions.
- Days of the week.
- Numbers from zero to one hundred.
- Classroom words and phrases.
- Calendar vocabulary (months, days).
- Weather phrases (with “hacer”/ “estar”) and seasons.
- Parts of the body.
- Colors
- Schools supplies
- Spanish-speaking countries.

**Students will be able to: Using the 3 modes of Communication**
- Greet people and say goodbye using greetings and farewells.
- Introduce themselves and others.
- Ask and say how to spell names using the alphabet.
- Use numbers to give dates, birthdays and holidays.
- Say what day of the week it is.
- Describe the weather conditions.
- Identify parts of the body.
- Initiate and respond to classroom commands and phrases.
- Locate Spanish countries on maps.
- Understand what cognates are.

**Resources**

**Core Text:**
- Textbook: Realidades 1 - Para empezar.
### Suggested Resources:

- Powerpoints on vocabulary and grammar from [www.quizlet.com](http://www.quizlet.com) and others
- Games, quizzes, and flashcards from [www.quia.com](http://www.quia.com)
- Game, quizzes, videos, and music from [www.señorwooly.com](http://www.señorwooly.com)
- Web sites with relevant information to the topics or the unit working on technology (internet resources, videos, audio, etc.)
- Authentic materials, visual or hands on: short stories, newspapers articles, magazines, journal
- National Standards document Standards for Foreign Language Learning in the 21st Century
- **OTHER IMPORTANT RESOURCES WEBSITES THAT ARE GOING TO BE USEFUL TO COMPLETE THESE TASKS.**
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  - [http://www.ecopibes.com](http://www.ecopibes.com)
  - [http://www.state.nj.us/atoz.htm#w](http://www.state.nj.us/atoz.htm#w) and click on World languages Standard in Action. The same web site can be used for sports as well. Video tour: world tourism, travel Podcast, Sing a Song etc.
  - [www.newspaperman.com](http://www.newspaperman.com)
### Unit 2:

**Mis amigos y yo**  
My friends and I

**Content Area: World Language**

**Course & Grade Level: Spanish 5th – 6th**

### Summary and Rationale

Individuality creates a unique shade of hue each individual portrays. Blues and reds, likes and dislikes, or you and I’s, accentuate the intrinsic diversity of humankind. Some call them hobbies, others talent, and many the routine-based careers, whatever the case may be, there is always something to share. This is where adjectives, verbs and pronouns illustrate feelings and opinions. Worldwide, each individual and culture as a whole, are rich in color, sounds and scents that await for the word to spread.

### Recommended Pacing

5 weeks

### State Standards

**Standard 7.1** 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.

**CPI #7.1** Cumulative Progress Indicator (CPI)

#### CPI #7.1 A  
**Cumulative Progress Indicator (CPI)**

**Strand A Interpretive Mode**

7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.  
This CPI supports Anchor Standards 1, 2, & 3 NJSLS-ELA Reading.

7.1. NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.  
This CPI supports Anchor Standard 1 NJSLS-ELA Reading.

7.1. NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).  
This CPI supports Anchor Standard 6 NJSL-ELA:ELA A Writing and Anchor Standard 1 NJSLS ELA Speaking & Listening

7.1. NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.  
This CPI supports Anchor Standards 1, 2, & 3 NJSLS-ELA Reading.

7.1. NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.  
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**CPI #7.1 B** **Cumulative Progress Indicator (CPI)**

**Strand B Interpersonal Mode**

7.1. NM. B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related
This CPI supports Anchor Standard 6 NJSL-ELA Writing and Anchor Standard 1 NJSL-ELA Speaking & Listening

| 7.1. NM. B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
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| 7.1. NM. B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |

This CPI supports Anchor Standards 1 NJSL-ELA Speaking & Listening

| CPI #7.1 C | Cumulative Progress Indicator (CPI) |
| Strand C | Presentational Mode |
| 7.1 NM. C1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1. NM. C2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1. NM. C3 | Copy/write words, phrases, or simple guided texts on familiar topics. |
| 7.1. NM. C4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing. |
| 7.1. NM. C5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |

Resources

Core Text:
- Textbook: Realidades 1 -Mis amigos y yo.

Suggested Resources:
- Powerpoints on vocabulary and grammar from [www.quizlet.com](http://www.quizlet.com) and others
- Games, quizzes, and flashcards from [www.quia.com](http://www.quia.com)
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  • www.newspaperman.com

Unit 3:  
Actividades Escolares  
School Activities

Content Area: World Language  
Course & Grade Level: Spanish 5th and 6th

Summary and Rationale
As teenagers we tend to be a little bit of everything, chaotic, sensitive and adventurous. Anything concerning us has drama and suspense, not the literary type of drama, but language and words certainly help capture the controversy. “I hate my schedule, do you know what this means,” we usually start with lamentations and follow up with climatic declarations, “this is chaos!” Classrooms turn into stages, subjects into discussion topics, teachers into supporting actors and classmates into the core dilemma. Verbs, in this case, are the most effective allies/enemies depending on the usage given to them. Let the “chismes” begin!

Recommended Pacing
5 weeks
### State Standards

**Standard 7.1** 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.

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| 7.1. NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions.  
*This CPI supports Anchor Standards 1, 2, & 3 NJSLS-ELA Reading.* |
| 7.1. NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.  
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*This CPI supports Anchor Standards 1 NJSLS-ELA Speaking & Listening* |
| 7.1. NM. B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
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**Instructional Focus**

**Unit Enduring Understandings:**
- My classmate and I have similarities and differences in our appearance and personalities.
- School schedules in different countries vary because of cultural differences.
- As a student, there are certain requirements that I must meet in order to be successful.

**Unit Essential Questions:**
- How do schools in Spanish speaking countries differ from those in the United States.
- How does my school schedules reflect my culture?
- How does the way students dress reflect a culture?
- Why is it acceptable not to use subject pronouns in Spanish, while it is necessary to use them in English?

**Students will know:**
- Vocabulary: telling time, daily schedules, school subject, classroom activities, classroom objects, feelings, places in the school, numbers (0-100)
- Subject pronouns (nosotros, ustedes, ellos.)
- Present tense of -ar verbs.
- Prepositions of location.
- The verb estar.
- Plural of nouns and articles.
- Sequencing words: (Primero, Segundo, etc.)
- Courses in a school in Mexico.
- What students wear to school in Mexico.

**Students will be able to: Using the 3 modes of Communication**
- Discuss daily schedules.
- Ask and tell time.
- Use expressions of frequency in communication.
- Form the present tense of regular verbs ending in -ar (enseñar, estudiar, hablar)
- Use verbs tener and tener que.
- Describe classes and classroom objects.
- Identify places in the school.
- Describe where things are located using the verb estar.
- Learn fact about Mexico and Central America.

**Resources**

**Core Text:**
- Textbook: *Realidades 1 - La escuela.*

**Suggested Resources:**
- Powerpoints on vocabulary and grammar from [www.quizlet.com](http://www.quizlet.com) and others
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  - [www.screencastify.com](http://www.screencastify.com)
  - [www.quizizz.com](http://www.quizizz.com)
  - [www.socrative.com](http://www.socrative.com)
Unit 4:
Saboreando la buena comida!
Savoring the good food!

Content Area: World Language
Course & Grade Level: Spanish 5th – 6th

Summary and Rationale
As teenagers, academic related subjects seem to give us headaches, but when it comes to food everything becomes crystal clear. Food is a subject anyone and everyone can enjoy especially when linked to each other’s culture. We all love to make top lists of our favorite restaurants, compare our favorite dishes, and swear our family members make the best versions! There is no better way to make conversion and keep everyone happy than to mention the delights of a good dish. Health, however, always seems to interfere with the fun and that is when we start to dislike vegetables and organic goods! We have to learn how to eat properly and what better place than in school where lunch amendments are a MUST!

Recommended Pacing
5 weeks

State Standards

Standard 7.1 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.

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This CPI supports Anchor Standards 1, 2, & 3 NJSLS-ELA Reading.

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<td><strong>This CPI supports Anchor Standards 4, 5, &amp; 6 NJSL-ELA Writing and Anchor Standard 4 NJSL-ELA Speaking &amp; Listening</strong></td>
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<tr>
<td>7.1. NM. C3</td>
<td>Copy/write words, phrases, or simple guided texts on familiar topics.</td>
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<tr>
<td>7.1. NM. C4</td>
<td>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</td>
</tr>
</tbody>
</table>
This CPI supports Anchor Standards 4, 5, & 6 NJSLS-ELA Writing and Anchor Standard 4 NJSLS-ELA Speaking & Listening

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>7.1. NM .C.5</td>
<td>Name and label tangible cultural products and imitate cultural practices from the target culture(s).</td>
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<tr>
<td>7.1. IL C.4 and in</td>
<td>Compare and contrast age- and level-appropriate culturally authentic materials orally writing.</td>
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<tr>
<td>7.1. IL .C.5</td>
<td>Compare and contrast cultural products and cultural practices associated with the target culture(s) and one’s own culture, orally, in writing, or through simulation.</td>
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</tbody>
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### Instructional Focus

#### Unit Enduring Understandings:
- Understand how historical influences affect the food that people eat.
- Express their feeling about foods and drinks.
- There are certain activities that people do on a daily basis to maintain a healthy and productive lifestyle.
- Teens need to learn how to balance their schedules as part of the maturation process.
- Restaurants in different countries offer different meal options.

#### Unit Essential Questions:
- How do historical influences affect the food that people eat?
- At what time do you eat different meals throughout the day?
- Which foods are good/bad for your health?
- How can I effectively balance my schedule in order to accomplish my goals?
- How can I communicate my needs and preferences in a restaurant setting?

#### Students will know:
- Vocabulary: food, beverages, snack foods, adverbs of frequency, quantity, adjectives to describe food, commonly used restaurant expressions, table setting.
- Say what food people like and love (me gusta, me encanta)
- Agreement and disagreement: (Creo que sí/no, estoy de acuerdo)
- Expressions to discuss health
- Plural of adjectives
- Present tense of -er and -ir verbs
- The verbs comer, beber, compartir
- Cultural perspectives on meals, diet and health

#### Students will be able to: Using the 3 modes of Communication
- Identify foods and beverages for breakfast, lunch, dinner
- Express feeling about food
- Indicate hunger or thirst
- Express like/dislike/desires
- Discuss food, health, and exercise choices
- Describe meals using specific ingredients
- Describe what people or things are like
- Express how often something is done
- Use verbs *comer, beber, compartir*
- Communicate needs and preferences in a restaurant
- Make polite requests, order food, ask for and pay the bill in a restaurant
- Learn facts about South American: (Part North and South)

### Resources

**Core Text:**
- Textbook: *Realidades 1 - La comida - Vamos a un restaurant* (chapter 5B)

**Suggested Resources:**
- Powerpoints on vocabulary and grammar from [www.quizlet.com](http://www.quizlet.com) and others
- Games, quizzes, and flashcards from [www.quia.com](http://www.quia.com)
- Games, quizzes, videos and music from [www.señorwooly.com](http://www.señorwooly.com)
- Websites with relevant information to the topics or the unit working on technology (Internet resources, videos, audio, etc.)
- Authentic materials, visual or hands on: newspapers, magazines, journal
- National Standards document Standards for Foreign Language Learning in the 21st Century
- OTHER IMPORTANT RESOURCES WEBSITES THAT ARE GOING TO BE USEFUL TO COMPLETE THESE TASKS.

  - [www.youtube.com](http://www.youtube.com)
  - [www.languagesonline.co.uk](http://www.languagesonline.co.uk)
  - [www.languageresources.co.uk](http://www.languageresources.co.uk)
  - [www.spanishspanish.com](http://www.spanishspanish.com)
  - [www.screencastify.com](http://www.screencastify.com)
  - [www.quizizz.com](http://www.quizizz.com)
  - [www.socrative.com](http://www.socrative.com)
  - [http://www.ecopibes.com](http://www.ecopibes.com)
  - [http://www.state.nj.us/atoz.htm#w](http://www.state.nj.us/atoz.htm#w) and click on World languages Standard in Action. The same website can be used for sports as well. Video tour: world tourism, travel Podcast, Sing a Song etc.
  - [www.newspaperman.com](http://www.newspaperman.com)