



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Documents

School: Township of Ocean Intermediate School

Course: Spanish Grade 6

Department: World Language

Supervisor: John Bosmans

Board Approval	Supervisor	Notes
September 2012	Loretta Kachmar-Will	Update Standards
July 2016	Chris Wilson	Update Standards
December 2017	John Bosmans	Update Standards

Home of the Spartans!
#spartanlegacy



Week	Marking Period 1	Week	Marking Period 3
1	Orientation: Basic introduction to everyday conversation and discussion about oneself and interactions with others such as peers and family, nouns, adjective agreement, and the verb “to be”	21	Orientation: Basic introduction to everyday conversation and discussion about oneself and interactions with others such as peers and family, nouns, adjective agreement, and the verb “to be”
2		22	
3		23	
4		24	
5		25	
6		26	
7		27	
8		28	
9		29	
10		30	
Week	Marking Period 2	Week	Marking Period 4
11	Home and School Life	31	Home and School Life
12		32	
13		33	
14		34	
15		35	
16		36	
17		37	
18		38	
19		39	
20		40	

Weeks	1-10
Topic	Orientation: Basic introduction to everyday conversation and discussion about oneself and interactions with others such as peers and family, nouns, adjective agreement, and the verb “to be”
Essential Questions	
<ul style="list-style-type: none"> ● How do I approach, address, and greet my audience? ● What greetings are used in formal and informal situations? ● What are the customs associated with greetings? ● How does the language that I am studying help me to better understand my native language? ● Who am I? ● What makes me unique? ● Where am I from? ● How do I describe myself and others around me? ● How does learning a new language help me to become an active global citizen? ● How does talking about myself and others differ from English to the target language? ● How does talking about objects differ from English to the target language? ● How does learning a new language help me to become an active global citizen? ● How do I express my age and ask others? ● How do I express the day and the month? ● How do I express how I feel? ● How do I express daily classroom needs? ● How do I identify and describe myself and others? ● How do I discover where people are from? ● How do I express my nationality and ask for others’ nationalities? ● How do I identify and describe using adjectives? ● How do I communicate about school related topics? ● How do I talk about weather and seasons? ● How does talking about the weather in the target language compare or contrast to its English counterpart? ● What is the fundamental sound system of the target language (TL) to ensure correct pronunciation and accentuation? ● How do I describe the family and family functions 	
Enduring Understandings	
<ul style="list-style-type: none"> ● In today’s multi-cultural society there are several languages used to communicate in the global community. ● The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today’s society. ● Self-reflection is an important part of creating growth in language acquisition. ● Understanding other cultures creates cultural sensitivity and acceptance. ● Interpreting spoken and written language is essential to good communication and building rapport ● Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives. 	

- In today's multi-cultural society, through exposure with different family dynamics and culture students will gain an understanding and acceptance of others.

Alignment to NJSL

7.1.NM.A.1 -5
7.1.NM.B.1-5
7.1.NM.C.2-3, 5
8.1.8.A.1,2

Key Concepts and Skills

Communication

1. Students will discuss importance of learning a foreign language
2. Students will compare/contrast cultural differences
3. Students will follow and apply classroom commands
4. Students will greet friends and family
5. Students will use numbers 1-60 to count and tell time
6. Students will communicate about the weather and season
7. Students will discuss and communicate about their family and peers
8. Students will communicate about their age

Grammar

1. Form appropriate syntax
2. Review sentence structure: State questions using interrogatives
3. Use adjectives appropriately
4. Use the verb SER-to be to help express where I am from and who am I?

Culture

1. Bilingual professions
2. Importance of second language acquisition
3. Being an active member in today's cultural society
4. Increase in cultural sensitivity
5. Exposure to school and educational dynamics in various Spanish speaking countries

Learning Activities

- Audio activities: situational dialogues
- Comprehension activities
- T-chart pros and cons of bilingualism
- Discuss the importance of learning foreign language
- Picture prompt activities
- Video activities (you tube importance of language acquisition)
- Visual organizers
- Create a group target language bulletin board
- Reading activities (sequencing and paraphrasing)
- Oral activities: opinions on language acquisition
- Cooperative learning activities
- Listening activities to reinforce pronunciation and diction
- Learn the TL sound system
- Greet and say good-bye
- Use expressions of courtesy

- Differentiate levels of formality
- Introduce themselves and respond appropriately
- Ask how someone feels and respond
- Recite/sing the alphabet
- Count to 60
- State your telephone number
- Make appropriate classroom requests and respond to commands
- Recognize cognates and borrowed words
- Express the days and months
- Express age
- Speak about seasons and weather conditions
- Read authentic passages and answer comprehension questions through restating
- Utilize interrogatives
- Perform dialogues to include greetings, introductions, accurate pronunciation and diction

Assessments

- Cooperative learning groups
- Homework
- Class notes
- Utilize Google Voice (alphabet, numbers, etc.)
- Daily oral participation
- Brief writings related to lesson
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Create an imaginary 3 day weather forecast
- Perform dialogues to include greetings, introductions, accurate pronunciation and diction
- SER project using adjectives and appropriate gender use
- Ideal school project

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Geography, Sociology, Language Arts 1.B, 1.C, 1.D., 4.C, 4.D, 4.E, Performing Arts, Reading, Visual Arts, Science, Math K.1, K.5, 1.MD3, 2.MD7, 3.MD1 Technology 8.1.8.A.1,2

Suggested Materials

- Textbook
- Workbook
- Audio
- Video
- Overhead transparencies
- Flash Cards

- Testing materials
- Teacher generated materials
- Internet sites
- Maps and other realia
- Printed media

Technology Integration & Instruction

- **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation;**
C. Communication and Collaboration
- Student/Teacher created presentations using i.e. PowerPoint
- Use of Google Voice
- Use of CD listening materials
- Use of videos as appropriate and available
- Use of data projector and Elmo as appropriate and available
- Audacity
- Use of technology/computer lab

Weeks	11-20
Topic	Home and School Life
Essential Questions	
<ul style="list-style-type: none"> ● How would I describe my home? ● What activities/hobbies do I do at home? ● What are the rooms in my home? ● How do I explain/describe the family that inhabits the dwelling? ● What furniture will I find at home? ● How do I describe my school? ● How do I get to school? ● What activities do I do in school? ● What subjects do I study? ● What topics do I learn about in school? ● What subjects do I like or do not like? ● What materials do I use in school? ● What do I wear to school? ● What do I have? ● What belongs to me? ● What belongs to my family members? ● What belongs to my peers? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● In today's multi-cultural society there are several languages used to communicate in the global community. ● The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society. ● Self-reflection is an important part of creating growth in language acquisition. ● Understanding other cultures creates cultural sensitivity and acceptance. ● Interpreting spoken and written language is essential to good communication and building rapport ● Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives. ● In today's multi-cultural society, through exposure with different family dynamics and culture students will gain an understanding and acceptance of others. ● Understanding of others cultural similarities and differences in the school system, education, and education dynamic 	
Alignment to NJSLs	
<p>7.1.NM.A.1 -5 7.1.NM.B.1-5 7.1.NM.C.1-3, 5 8.1.8.A.1,2, 8.1.2.A.2</p>	
Key Concepts and Skills	
Communication	
<ol style="list-style-type: none"> 1. Students will discuss physical characteristics of themselves and others 2. Students will acquire appropriate vocabulary for family members 	

3. Students will acquire appropriate vocabulary for classroom subjects
4. Students will acquire appropriate vocabulary for at home and at school activities
6. Students will compare and contrast customs and celebrations in Hispanic culture to their own.
7. Students will use numbers 61-1,000
8. Students will discuss the similarities and differences between schools in the US and in some Spanish speaking countries

Grammar

1. How to change nouns, adjectives, and articles from singular to plural and gender.
2. Use of articles
3. Understand and use the present tense of the verb TENER -to to have
4. Understand and use possessive adjectives
5. Present tense of AR verbs
6. Present tense of IR, DAR, and ESTAR
7. Understand the contraction “al”

Culture

1. 1. Identify and describe famous people from the TL
2. Culturally rich readings
3. Students will discuss the similarities and differences between schools in the US and in some Spanish speaking countries
4. Spanish speaking countries
5. Students will discuss through making comparisons and similarities of Spanish speaking culture to their own.
6. culture to their own.

Learning Activities

- Audio activities: situational dialogues
- Comprehension activities
- Apply new vocabulary
- Picture prompt activities
- Video/website activities
- Visual organizer
- Cooperative learning activities
- Recognize cognates and borrowed words
- Utilize interrogatives
- Identify self using necessary agreement of nouns, adjectives, and articles, in number and gender
- Understand and use the present tense of the verb “to have”
- Know and talk about the colors of objects
- Tell where I am from
- Family Album/Tree Project
- TPR activities
- House of My Dreams Project
- Mini conversations

Assessments

- Cooperative learning groups
- Homework

- Class notes
- Communicate a brief description of myself and or a friend via poster, power point, virtual story book, etc.
- TPR physical characteristics and personality traits
- Daily oral participation
- Brief writings related to lesson
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Perform dialogues to include greetings, introductions, accurate pronunciation and diction
- Family/School Project

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
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