

# **Moonachie School District World Languages Curriculum: Grade 6**

*New Jersey Student Learning Standards for World Languages*

**Born On: September 29, 2015  
Re-Adopted: January 2, 2019**

The following maps outline the NJSLs for grade six World Languages. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

Assessments:

Teacher observation  
Oral presentations  
Quizzes  
Tests  
Homework  
Individual projects  
Graded oral classwork  
Notebook checks

Resources:

Como te Va?- Power Point and text  
Corresponding workbooks  
Teacher tools supplemental materials that correspond to text  
Sing, Laugh, Dance and Eat tacos CD's 1,2,3  
Canten Navidad CD and coordinating booklets  
Vocabulary Bingo games on various topics  
Brain Quest Spanish edition  
La Carrera de los Reyes Magos board game  
Donde esta Pablo? Board game  
Teacher made visuals  
Palabras interrogativas DVD  
Spain-Beyond Our Borders in English DVD  
Scholastic Magazine articles  
Spanish/English Dictionaries  
Complete Spanish teacher's Handbook  
Spanish is Fun Books 1 & 2  
A variety of fiction and nonfiction books  
I PAD Apps  
Learn Spanish

Libritos (small) 40 non fiction books on various topics  
Disney books for children in Spanish

Basic Spanish  
Spanish school bus  
Ves- Spanish- Verbs  
Spanish Essentials

**References:**

NJ Technology Standards: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

NJ Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9pdf>

**Websites:**

[www.Quia](http://www.Quia)

Power Points that accompany text

[www.quizlet.com](http://www.quizlet.com)

<https://www.youtube.com>

[www.spanishspanish.com](http://www.spanishspanish.com)

[www.srwooly.com](http://www.srwooly.com)

[spanish.glencoe.com](http://spanish.glencoe.com)

**Curriculum Details  
World Language - 6th Grade**

<b>Core Program</b>	Como Te Va? - McGraw Hill
<b>Interdisciplinary Connections</b>	<p><b>ELA</b>            RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.            WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>SOCIAL STUDIES</b>            6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups</p>
<b>Career Ready Practices</b>	<p>CRP2. Apply appropriate academic and technical skills.            CRP4. Communicate clearly and effectively and with reason.            CRP6. Demonstrate creativity and innovation.            CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.            CRP9. Model integrity, ethical leadership and effective management.            CRP11. Use technology to enhance productivity.            CRP12. Work productively in teams while using cultural global competence.</p>
<b>21st Century Themes &amp; Skills</b> (by the end of 8th grade)	9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
<b>Technology Standards</b>	8.1.8.A.1 Demonstrate knowledge of a real -world problem using digital tools.

**Differentiation/Accommodations/Modifications**

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"><li>● Research Activities with cross curricular themes</li><li>● Provide opportunities for open-ended expression</li></ul>	<ul style="list-style-type: none"><li>● Read aloud</li><li>● Word Wall</li><li>● Build background knowledge</li><li>● Picture Associations</li><li>● Partner Work</li></ul>	<ul style="list-style-type: none"><li>● Extended time</li><li>● Modified assignments</li><li>● Small group, alternate lo</li><li>● Modeling</li><li>● Read aloud</li><li>● Build background knowledge</li><li>● Oral/visual reminders</li><li>● Peer assistance</li><li>● Pre-teach vocabulary</li><li>● Picture associations with vocab</li><li>● Refer to each student's IEP for more specific modifications</li></ul>	<ul style="list-style-type: none"><li>● Tier II and Tier III intervention</li><li>● Morning tutoring</li><li>● After school program</li><li>● Parental contact</li></ul>

**World Languages Curriculum: Grade 6-Preliminary Lessons**  
**Como te va ? (green)**

**Standard**

**WL.7.1.NM.A** - [*Strand*] - Interpretive Mode

**Strand: WL.7.1.NM.A.L** – Linguistic –

**Standards: WL.7.1.NM.A.L.1** - [*Content Statement*] - 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.

**Essential Question(s):**

- How are the Spanish and English alphabets different?
- How do people greet, take leave, and be courteous to each other in Spanish?
- How do Spanish speakers mark different types of time allotments?
- How do Spanish speakers describe common weather characteristics and the seasons?

**Vocabulary:** greetings, farewells, courtesy words, time, calendar words, weather and seasons

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p><b>Standards:</b>  <b>WL.7.1.NM.A.L.1</b> - [<i>Content Statement</i>] - 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>Students will:</p> <ul style="list-style-type: none"> <li>-Connect the learning of the target language to information studied in other core content areas such as use of number</li> <li>-Describe the geographical features, types and effects of climate in countries where the target language is spoken</li> <li>- Identify people, places, objects, and activities in daily life based on oral or written descriptions</li> <li>-Describe in writing using a guided format people and things from the home /school environment</li> <li>-Identify people, places, objects, and activities in daily</li> </ul>	<ul style="list-style-type: none"> <li>● Anticipatory sets to establish background knowledge.</li> <li>● Whole group discussion to discuss broad concepts</li>   <li>● Paired conversation activities</li> <li>● Auditory comprehension activities</li>   <li>● Reading at individual word level/simple phrases and questions</li>   <li>● Individual projects related to unit topics</li>   <li>● Independent work time to reinforce content and skills</li> </ul>	<ul style="list-style-type: none"> <li>topic relevant questions</li>   <li>Discuss the differences in the seasons between the northern and southern hemispheres</li>   <li>Students engage in preset dialogues and create original dialogues</li> <li>Dictation and conversation activities</li>   <li>Reading basic print material in text</li>   <li>Chart the weather for one week</li> </ul>

	life based on oral or written descriptions	<ul style="list-style-type: none"><li>● Closing activity to analyze student understanding of content and skills.</li></ul>	Practice worksheets for vocabulary and grammar structures  Unit test
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## Standard

**WL.7.1.NM.A** - [*Strand*] - Interpretive Mode

**Strand: WL.7.1.NM.A.C** - Cultural

### Standards:

**WL.7.1.NM.A.C.1** - [*Content Statement*] - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

**WL.7.1.NM.A.C.2** - [*Content Statement*] - 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.)

**WL.7.1.NM.A.C.4** - [*Content Statement*] - Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)  
economics, science, and geography.)

**WL.7.1.NM.A.C.7** - [*Content Statement*] - 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.)

**WL.7.1.NM.A.1** - [*Cumulative Progress Indicator*] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

**WL.7.1.NM.A.2** - [*Cumulative Progress Indicator*] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

**WL.7.1.NM.A.3**-(Cumulative Progress Indicator)- Recognize a few common gestures.

### Essential Question(s):

How is Christmas celebrated in Latin America? How can I describe people and things? How do I tell what someone is like?

How are family members named in Spanish and what role does the family play in the Hispanic community? How are idioms used in the target language? How do homes in Latin America and Spain differ from the USA?

**Vocabulary:** culture, content related vocabulary, idioms with specific verb-tener

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<b>Standards: WL.7.1.NM.A.C.1</b> - [ <i>Content Statement</i> ] - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics	Students will: Identify people, places, objects and activities in daily life based on oral or written description	<ul style="list-style-type: none"><li>Anticipatory sets to establish background knowledge.</li><li>Whole group discussion to discuss broad concepts.</li></ul>	y album- students will identify family members and write a descriptive piece for at least 4 members using idioms with tener for age.

<p>that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</p> <p><b>WL.7.1.NM.A.C.2</b> - [<i>Content Statement</i>] - 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.)</p> <p><b>WL.7.1.NM.A.C.4</b> - [<i>Content Statement</i>] - Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities travel.)</p> <p><b>WL.7.1.NM.A.C.7</b> - [<i>Content Statement</i>] - Learning about age - and developmentally appropriate content that is of high interest to students and has</p>	<p>Exchange info using words, phrases, and short sentences practiced in class on familiar topics such as comparison of American and target culture.</p> <p>Identify family members and extended family.</p> <p>Students will sing a holiday related song from memory.</p> <p>Students will :</p> <p>Be able to read and understand a calendar in Spanish</p> <p>Students will learn the days of the week and months</p> <p>Be able to form the date correctly in Spanish</p> <p>Be able to read accurately a calendar that is organized according to the Spanish system</p> <p>Be able to identify a few monetary units from the Spanish speaking world by finding the name of the currency on pictures</p>	<ul style="list-style-type: none"> <li>● Small group and individual instruction to help students hone their oral vocabulary skills.</li> <li>● Independent work time to reinforce content and skills.</li> <li>● Closing activity to analyze student understanding of content and skills</li> <li>● Pre-teach important vocabulary</li> <li>● Practice pronunciation without music</li> <li>● Practice singing with music</li> <li>● Discuss in class the names of the currency from a few Spanish speaking countries</li> <li>● Show examples of the currencies on the Smartboard</li> <li>● Teach seasons and weather expressions</li> <li>● Read simple weather forecasts and/or weather map</li> <li>● Practice following teacher's instructions by using TPR</li> </ul>	<p>nts will research homes in Latin America and describe their favorite style.</p> <p>Students will answer a questionnaire on Christmas in the Hispanic world using Christmas décor.</p> <p>Make a recording</p> <p>Follow basic instructions in class</p> <p>Create a calendar according to the Spanish system which is part of a personal agenda using cognates</p> <p>Examine real life examples of currencies</p> <p>Chart the weather for one week</p> <p>Students can follow instructions given in class in Spanish</p> <p>Class discussion about how people in the Spanish-speaking world use body language differently from the US (Use online resources for visual examples)</p>
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<p>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.)</p> <p><b>WL.7.1.NM.A.1</b> - [<i>Cumulative Progress Indicator</i>] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p><b>WL.7.1.NM.A.2</b> - [<i>Cumulative Progress Indicator</i>] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p><b>WL.7.1.NM.A.3</b>- (Cumulative Progress Indicator)- Recognize a few common gestures.</p>	<p>Recognize weather expressions as they appear on a weather map</p> <p>Recognize instructions given by teacher in Spanish and be able to follow them accurately</p> <p>Recognize gestures used in greetings and farewells, use of eye contact, and use of crossing legs</p>		
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**Standard**

**WL.7.1.NM.B** - [Strand] - Interpersonal Mode

**Strand: WL.7.1.NM.B.L** - Linguistic

**Standards:**

**WL.7.1.NM.B.L.1** - [Content Statement] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

**WL.7.1.NM.B.L.1.a** - Respond to learned questions.

**WL.7.1.NM.B.L.1.b** - Ask memorized questions.

**Essential Question(s):**

How does one greet and take leave of a person correctly in Spanish?

How does one ask for and give the date correctly?

How does one tell time?

How does one make requests politely in Spanish?

How does one describe the weather?

**Vocabulary:** greetings, farewells, days, months, calendar terms, numbers to 60, time expressions, courtesy words, seasons and weather terms

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p><b>Standards:</b> <b>WL.7.1.NM.B.L.1</b> - [Content Statement] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: <b>WL.7.1.NM.B.L.1.a</b> - Respond to learned questions. <b>WL.7.1.NM.B.L.1.b</b> - Ask memorized questions.</p>	<p>Students will:</p> <ul style="list-style-type: none"><li>● Be able to memorize and recognize vocabulary related to preliminary lesson topics</li><li>● Be able to spell correctly</li><li>● Be able to hear, read, and understand basic language patterns</li></ul>	<ul style="list-style-type: none"><li>● Practice in pairs all basic language patterns in the preliminary lessons</li></ul>	<ul style="list-style-type: none"><li>● Be able to ask and respond to basic language patterns in simple conversation with classmates or teacher</li></ul>

**Standard**

**WL.7.1.NM.B** - [Strand] - Interpersonal Mode

**Strand: WL.7.1.NM.B.C** - Cultural

**Standards:**

**WL.7.1.NM.B.C.1** - [Content Statement] - Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

**WL.7.1.NM.B.C.2** - [Content Statement] - 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.)  
classroom and cultural activities.

**WL.7.1.NM.B.3** - [Cumulative Progress Indicator] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.

**Essential Question(s):** See previous cultural strands

**Vocabulary:** greetings, farewells, days, months, calendar terms, numbers to 60, time expressions, courtesy words, seasons and weather terms

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p><b>Standards:</b> <b>WL.7.1.NM.B.C.1</b> - [Content Statement] - Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Recognize various Hispanic names, understand naming traditions and the historic importance of some names.</li> <li>● Be able to spell names correctly.</li> <li>● Sing from memory</li> <li>● Use appropriate gestures for salutations and farewells</li> </ul>	<ul style="list-style-type: none"> <li>● Anticipatory sets to establish background knowledge.</li> <li>● Whole group discussion to discuss broad concepts.</li> <li>● Small group and individual instruction to help students hone their oral vocabulary skills.</li> <li>● Independent work time to reinforce content and skills.</li> <li>● Closing activity to analyze student understanding of content and skills.</li> <li>● Teach vocabulary necessary or the understanding of the lyrics</li> <li>● Sing the song multiple times</li> </ul>	<ul style="list-style-type: none"> <li>● Students tell what their name would be according to Hispanic naming traditions</li> <li>● Make a recording of singing</li> <li>● Use appropriate gesture with salutation</li> </ul>

<p><b>WL.7.1.NM.B.C.2 -</b> [Content Statement] - 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.)</p> <p><b>WL.7.1.NM.B.3 -</b> [Cumulative Progress Indicator] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.</p>		<ul style="list-style-type: none"><li>● Explanation of cultural differences in use of gestures</li></ul>	
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## Standard

**WL.7.1.NM.C** - [*Strand*] - Presentational Mode

**Strand: WL.7.1.NM.C.L** - Linguistic

### Standards:

**WL.7.1.NM.C.L.1** - [*Content Statement*] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

**WL.7.1.NM.C.L.1.a** - Make lists.

### Essential Question(s):

How does one alphabetize according to the Spanish alphabet?

How does one make a list of birth dates for family members?

**Vocabulary:** greetings, farewells, days, months, calendar terms, numbers to 60, time expressions, courtesy words, seasons and weather terms

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p><b>Standards:</b> <b>WL.7.1.NM.C.L.1</b> - [<i>Content Statement</i>] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: <b>WL.7.1.NM.C.L.1.a</b> - Make lists.</p>	<p>Students will:</p> <ul style="list-style-type: none"><li>• Be able to create a list of information related to a preliminary lesson topic</li><li>• Be able to memorize a poem about time in Spanish, (A La Una)</li><li>• Be able to present a weather report</li></ul>	<ul style="list-style-type: none"><li>• Anticipatory sets to establish background knowledge.</li><li>• Pair work and individual instruction to help students hone their oral and written vocabulary skills.</li><li>• Independent work time to reinforce content and skills.</li><li>• Read and memorize a time themed poem</li><li>• Closing activity to analyze student understanding of content and skills such as a presentational writing or oral piece</li></ul>	<ul style="list-style-type: none"><li>• The list of related words</li><li>• Create an illustration of a time poem, recite the poem for the class using the original illustration as a visual</li><li>• The weather forecast</li></ul>

## Standard

**WL.7.1.NM.C** - [*Strand*] - Presentational Mode

**Strand: WL.7.1.NM.C.C** – Cultural

### Standards:

**WL.7.1.NM.C.C.2** - [*Content Statement*] - 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.)

**WL.7.1.NM.C.C.4** - [*Content Statement*] - Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

**WL.7.1.NM.C.1** - [*Cumulative Progress Indicator*] - 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.

**WL.7.1.NM.C.2** - [*Cumulative Progress Indicator*] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

**WL.7.1.NM.C.3** - [*Cumulative Progress Indicator*] - Copy/write words, phrases, or simple guided texts on familiar topic

**WL.7.1.NM.C.5** - [*Cumulative Progress Indicator*] - Name and label tangible cultural products and imitate cultural practices from the target culture(s).

### Essential Question(s):

How is the holiday season the same or different between the US and Spanish speaking countries?

**Vocabulary:** greetings, farewells, days, months, calendar terms, numbers to 60, time expressions, courtesy words, seasons and weather terms re, content related vocabulary

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p><b>Standards:</b>  <b>WL.7.1.NM.C.C.2</b> -  [Content Statement] - 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>WL 7.1 NM.C.C.4</b> -  [Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)  <b>WL.7.1.NM.C.1</b> -  [Cumulative Progress Indicator] - Use basic information at the word and memorized - phrase level to create a</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Be able to research a unique aspect of the holiday season in a specific Spanish speaking country</li> <li>● Share the research with the class</li> <li>● Compare holiday traditions in the Spanish speaking world with those in the US</li> <li>● Create a holiday greeting card using appropriate language in Spanish</li> <li>● Sing a holiday song</li> <li>● Copy and use relevant vocabulary in writing practice</li> <li>● Use appropriate vocabulary and phrases on calendars and weather charts</li> </ul>	<ul style="list-style-type: none"> <li>● Anticipatory sets to establish background knowledge.</li> <li>● Whole group discussion to discuss broad concepts.</li> <li>● Small group and individual instruction to help students hone their oral vocabulary skills.</li> <li>● Independent work time to reinforce content and skills.</li> <li>● Closing activity to analyze student understanding of content and skills. <ul style="list-style-type: none"> <li>● Teach required vocabulary</li> <li>● Show some examples of holiday cards in Spanish</li> </ul> </li> <li>● Pre-teach vocabulary</li> <li>● Practice pronunciation without music</li> <li>● Sing with music</li> <li>● Discuss cultural elements in the song</li> <li>● Copy and use relevant vocabulary in writing practice</li> <li>● Practice appropriate vocabulary in text exercises and teacher prepared activities</li> </ul>	<ul style="list-style-type: none"> <li>● Oral presentations</li> <li>● Create a chart comparing US traditions to those in the Spanish speaking world</li> <li>● Create holiday greeting card</li> <li>● Sing the song</li> <li>● Use the words in written practice in the text exercises and other activities</li> <li>● Creation of calendar and charts</li> </ul>

<p>multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p><b>WL.7.1.NM.C.2</b> - [<i>Cumulative Progress Indicator</i>] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p><b>WL.7.1.NM.C.3</b> - [<i>Cumulative Progress Indicator</i>] - Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p><b>WL.7.1.NM.C.5</b> - [<i>Cumulative Progress Indicator</i>] - Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>			
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**World Languages Curriculum: Grade 6-Unit 1- (Amigos y Alumnos)  
Como te va ? (green)**

**Standard**

**WL.7.1.NM.A** - [*Strand*] - Interpretive Mode

**Strand: WL.7.1.NM.A.L** – Linguistic –

**Standards: WL.7.1.NM.A.L.1** - [*Content Statement*] - 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.

**Essential Question(s):**

How does one describe people and things accurately in Spanish?  
How does one describe what subjects are studied in school and give opinions about them?  
How are schools in the US and Spanish speaking countries the same or different?

**Vocabulary:** adjectives that describe appearance and personality, numbers 1-30, adjectives of nationality, indefinite and definite articles, the verb SER, school related vocabulary

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p><b>Standards:</b> <b>WL.7.1.NM.A.L.1</b> - [<i>Content Statement</i>] - 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>Students will:</p> <ul style="list-style-type: none"> <li>● Learn adjectives that describe appearance and personality</li> <li>● Learn to count and write numbers from 1-30</li> <li>● Learn the definite and indefinite articles</li> <li>● Learn the infinitive and the multiple forms of the verb SER</li> <li>● Learn the names of school subjects and adjectives that describe their feelings about the subjects</li> </ul>	<ul style="list-style-type: none"> <li>● Anticipatory sets to establish background knowledge.</li> <li>● Whole group instruction</li> <li>● Paired conversation activities</li>   <li>● Auditory comprehension activities</li> <li>● Reading at individual word level/simple phrases and questions</li> <li>● Individual projects related to unit topics</li> <li>● Independent work time to reinforce content and skills</li> </ul>	<ul style="list-style-type: none"> <li>● Ask topic relevant questions</li> <li>● Create a poster entitled Sobre Mi that has a personal description</li> <li>● Create a self portrait and write a caption which includes three adjectives that describes themselves</li> <li>● Students engage in preset dialogues and create original dialogues</li> <li>● Dictation and conversation activities</li> <li>● Reading basic print material in text</li> </ul>

		<ul style="list-style-type: none"><li>● Closing activity to analyze student understanding of content and skills.</li><li>● Play learning games to reinforce numbers such as, Brillante and Flotilla</li></ul>	<ul style="list-style-type: none"><li>● Practice worksheets for vocabulary and grammar structures</li><li>● Unit test</li></ul>
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## Standard

**WL.7.1.NM.A** - [*Strand*] - Interpretive Mode

**Strand: WL.7.1.NM.A.C** - Cultural

### Standards:

**WL.7.1.NM.A.C.1** - [*Content Statement*] - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

**WL.7.1.NM.A.C.4** - [*Content Statement*] - Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)  
, economics, science, and geography.)

**WL.7.1.NM.A.C.7** - [*Content Statement*] - 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.)

**WL.7.1.NM.A.1** - [*Cumulative Progress Indicator*] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

**WL.7.1.NM.A.2** - [*Cumulative Progress Indicator*] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.  
material on familiar topics.

### Essential Question(s):

How are schools in the US and the Spanish speaking world different and the same?

How does one talk about their likes and dislikes regarding school?

**Vocabulary:** content related vocabulary

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<b>Standards:</b> <b>WL.7.1.NM.A.C.1</b> - [ <i>Content Statement</i> ] - Personal identity is developed through experiences that occur within one's family, one's community, and the	Students will: <ul style="list-style-type: none"><li>Understand the difference between school -life in the US as compared to the Spanish speaking world.</li></ul>	<ul style="list-style-type: none"><li>Complete brief individual on-line research about the length of school days in Spanish speaking countries</li><li>Discuss the use of uniforms or street clothing as part of school life.</li></ul>	<ul style="list-style-type: none"><li>Class shares their research findings and a chart is compiled that shows the length of school days in the Spanish -speaking world.</li></ul>

<p>culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</p> <p><b>WL.7.1.NM.A.C.4</b> - [Content Statement] - Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities travel.)</p> <p><b>WL.7.1.NM.A.C.7</b> - [Content Statement] - 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</p>	<ul style="list-style-type: none"> <li>• Students will express their likes and dislikes about school orally and in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work</li> </ul>	<ul style="list-style-type: none"> <li>• Converse about school</li> </ul>
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<p>human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</p> <p><b>WL.7.1.NM.A.1</b> - <i>[Cumulative Progress Indicator]</i> - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p><b>WL.7.1.NM.A.2</b> - <i>[Cumulative Progress Indicator]</i> - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>.</p>			
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## Standard

**WL.7.1.NM.B** - [*Strand*] - Interpersonal Mode

**Strand: WL.7.1.NM.B.L** - Linguistic

### **Standards:**

**WL.7.1.NM.B.L.1** - [*Content Statement*] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

**WL.7.1.NM.B.L.1.a** - Respond to learned questions.

**WL.7.1.NM.B.L.1.b** - Ask memorized questions.

### **Essential Question(s):**

How does one describe oneself and others including personality, appearance, and nationality?

**Vocabulary:** adjectives, SER

<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
<b>Standards:</b> <b>WL.7.1.NM.B.L.1</b> - [ <i>Content Statement</i> ] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: <b>WL.7.1.NM.B.L.1.a</b> - Respond to learned questions. <b>WL.7.1.NM.B.L.1.b</b> - Ask memorized questions.	Students will: <ul style="list-style-type: none"><li>● Be able to memorize and recognize adjectives of nationality, appearance, and personality</li><li>● Be able to spell correctly</li><li>● Be able to hear, read, and understand basic language patterns</li></ul>	<ul style="list-style-type: none"><li>● Practice in pairs all basic language patterns in the text.</li></ul>	<ul style="list-style-type: none"><li>● Be able to ask and respond to basic language patterns in simple conversation with classmates or teacher</li><li>● Vocabulary quiz</li><li>● Dictation activity</li></ul>

**Standard**

**WL.7.1.NM.B** - [Strand] - Interpersonal Mode

**Strand: WL.7.1.NM.B.C** - Cultural

**Standards:**

**WL.7.1.NM.B.C.1** - [Content Statement] - Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

**Essential Question(s):**

How does one describe oneself and others including personality, appearance, and nationality?

**Vocabulary:** school related terms, adjectives, verb SER

<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
<p><b>Standards:</b> <b>WL.7.1.NM.B.C.1</b> - [Content Statement] - Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</p>	<p>Students will:</p> <ul style="list-style-type: none"><li>• Talk about school life</li></ul>	<ul style="list-style-type: none"><li>• Anticipatory sets to establish background knowledge.</li><li>• Whole group discussion to discuss broad concepts.</li></ul>	<ul style="list-style-type: none"><li>• Be able to explain how school life is the same or different between the US and Spanish speaking countries.</li></ul>

## Standard

**WL.7.1.NM.C** - [*Strand*] - Presentational Mode

**Strand: WL.7.1.NM.C.L** - Linguistic

### Standards:

**WL.7.1.NM.C.L.1** - [*Content Statement*] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

**WL.7.1.NM.C.L.1.a** - Make chart.

### Essential Question(s):

How does one express their feelings about school?

How does one describe oneself and others including personality, appearance, and nationality?

**Vocabulary:** school related content, personal description words

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p><b>Standards:</b> <b>WL.7.1.NM.C.L.1</b> - [<i>Content Statement</i>] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: <b>WL.7.1.NM.C.L.1.a</b> - Make a chart</p>	<p>Students will:</p> <ul style="list-style-type: none"><li>● Be able to describe themselves</li><li>● Be able to describe feelings about school</li><li>● Make a chart that shows the differences in the length of school days in the Spanish speaking world</li></ul>	<ul style="list-style-type: none"><li>● Anticipatory sets to establish background knowledge.</li><li>● Create a self portrait with caption</li><li>● Pair work</li><li>● Individual research about length of school days</li></ul>	<ul style="list-style-type: none"><li>● The list of related words</li><li>● Autorretrato project</li><li>● Tell a classmate about how they feel about school</li><li>● Present findings to class and create class chart.</li></ul>

## **Standard**

**WL.7.1.NM.C** - [*Strand*] - Presentational Mode

**Strand: WL.7.1.NM.C.C** – Cultural

### **Standards:**

**WL.7.1.NM.C.C.2** - [*Content Statement*] - 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.)

**WL.7.1.NM.C.C.4** - [*Content Statement*] - Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

**WL.7.1.NM.C.1** - [*Cumulative Progress Indicator*] - 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.

**WL.7.1.NM.C.2** - [*Cumulative Progress Indicator*] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

**WL.7.1.NM.C.3** - [*Cumulative Progress Indicator*] - Copy/write words, phrases, or simple guided texts on familiar topic

**WL.7.1.NM.C.5** - [*Cumulative Progress Indicator*] - Name and label tangible cultural products and imitate cultural practices from the target culture(s).

### **Essential Question(s):**

How does one describe the length of the school day in Spanish using basic set phrases?

**Vocabulary:** school related vocabulary

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p><b>Standards:</b>  <b>WL 7.1 NM.C.C.4]</b> - [Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.  <b>WL.7.1.NM.C.1</b> - [Cumulative Progress Indicator] - 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.  <b>WL.7.1.NM.C.2</b> - [Cumulative Progress Indicator] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.  <b>WL.7.1.NM.C.3</b> - [Cumulative Progress Indicator] - Copy/write words, phrases, or simple</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Be able to describe in simple Spanish the research findings about the length of a school day in a Spanish speaking country.</li> </ul> <p>(En ---tienen---horas de escuela.)</p>	<ul style="list-style-type: none"> <li>• Anticipatory sets to establish background knowledge.</li> <li>• Whole group discussion to discuss how to make the presentation in simple Spanish- note taking of necessary phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentations are used to create the class chart.</li> </ul>

<p>guided texts on familiar topics. <b>WL.7.1.NM.C.5</b> - [<i>Cumulative Progress Indicator</i>] - Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>			
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**World Languages Curriculum: Grade 6-Unit 2 -(Mi Familia y Mi Casa)  
Como te va ? (Green)**

**Standard**

**WL.7.1.NM.A** - [*Strand*] - Interpretive Mode

**Strand: WL.7.1.NM.A.L** – Linguistic –

**Standards: WL.7.1.NM.A.L.1** - [*Content Statement*] - 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.

**Essential Question(s):**

- How does one talk about family members?
- How does one count from 30-100?
- How does one describe the home one lives in?
- How does one express what one and others have?
- How does one ask about and tell a person's age?
- How does one express what belongs to you and others?

**Vocabulary:** family relationship words, numbers 31-100, tener, parts of the house, possessive adjectives, vocabulary of family events

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p><b>Standards:</b> <b>WL.7.1.NM.A.L.1</b> - [<i>Content Statement</i>] - 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>Students will:</p> <ul style="list-style-type: none"> <li>● Learn family relationship words</li> <li>● Learn to count from 31-100</li> <li>● Learn the conjugation of the verb tener</li> <li>● Learn the parts of the house and living spaces</li> <li>● Learn possessive adjectives</li> <li>● Learn vocabulary to describe family events</li> </ul>	<ul style="list-style-type: none"> <li>● Anticipatory sets to establish background knowledge.</li> <li>● Whole group instruction</li> <li>● Paired conversation activities</li>   <li>● Auditory comprehension activities</li> <li>● Reading at individual word level/simple phrases and questions</li> <li>● Individual projects related to unit topics</li> <li>● Independent work time to reinforce content and skills</li> <li>● Complete appropriate textbook activities orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>● Ask topic relevant questions</li> <li>● Students engage in preset dialogues and create original dialogues</li> <li>● Dictation and conversation activities</li> <li>● Reading basic print material in text</li> <li>● Practice worksheets for vocabulary and grammar structures</li> <li>● Talk about family members using a photo as a visual</li> <li>● Unit test</li> </ul>

		<ul style="list-style-type: none"><li>● Play learning games to reinforce numbers such as, Brillante and Flotilla</li><li>● Play Bingo to reinforce family vocabulary</li><li>● Small group conversational practice- Como lo digo?</li><li>● Use Quizlet to reinforce vocabulary</li></ul>	
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**Standard**

**WL.7.1.NM.A** - [Strand] - Interpretive Mode

**Strand: WL.7.1.NM.A.C** - Cultural

**Standards:**

**WL.7.1.NM.A.C.1** - [Content Statement] - Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

**WL.7.1.NM.A.C.4** - [Content Statement] - Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)  
economics, science, and geography.)

**WL.7.1.NM.A.C.6**- (Content Statement)-Maps, graphs, and other graphic organizers facilitate a wide range of topics related to the world and global issues. They make complex concepts language learners who have limited proficiency in the language.(content areas that assist understanding should include, but are not limited to: history, economics, science and geography.)

**WL.7.1.NM.A.C.7** - [Content Statement] - 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.)

**WL.7.1.NM.A.1** - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

**WL.7.1.NM.A.2** - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.  
materials on familiar topics.

**Essential Question(s):**

How does one express formality and informality according to Hispanic standards?

How are families in Spanish speaking countries the same or different to those in the US?

**Vocabulary:** tu, Usted, Ustedes and family relationship words

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p><b>Standards:</b> <b>WL.7.1.NM.A.C.1</b> - [Content Statement] - Personal identity is developed through experiences that occur within one’s family, one’s community, and the</p>	<p>Students will:</p> <ul style="list-style-type: none"><li>• Understand the difference between using tu, Usted and Ustedes to express proper formality or informality</li></ul>	<ul style="list-style-type: none"><li>• Practice using appropriate register through partner work</li><li>• Use pair work to talk about age</li><li>• Create a statistics page introducing a member of the family</li></ul>	<ul style="list-style-type: none"><li>• Quiz on identifying proper register by using tu, Usted, and Ustedes correctly</li><li>• Pair conversation activities</li><li>• Individual project about a family member</li></ul>

culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

**WL.7.1.NM.A.C.4 -**

*[Content Statement]* -

Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities travel.)

**WL.7.1.NM.A.C.6-**

Content Statement)-Maps, graphs, and other graphic organizers facilitate a wide range of topics related to the world and global issues. They make complex concepts language learners who have limited proficiency in the language.(content areas that assist understanding should

- Express information about their families
- Understand the naming traditions in the Spanish speaking world
- Understand the rite of passage for girls known as the Quinceanera
- Understand the cultural use of Tu and Usted

- Discuss naming traditions in the Spanish speaking world
- Discuss the rite of passage for girls known as the Quinceanera and view some You Tube clips appropriate to the topic

- Create a personal name tag based on Hispanic traditions
- View You Tube clip of a Quinceanera celebration and answer questions about it
- Create a T-chart where students identify which people they would need to use familiar or formal language

include, but are not limited to: history, economics, science and geography.)

**WL.7.1.NM.A.C.7 -**

*[Content Statement]* -

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.)

**WL.7.1.NM.A.1 -**

*[Cumulative Progress Indicator]* -

Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

**WL.7.1.NM.A.2 -**

*[Cumulative Progress Indicator]* -

Demonstrate comprehension of simple, oral and written directions, commands, and requests

through appropriate  
physical response.

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**Standard**

**WL.7.1.NM.B** - [Strand] - Interpersonal Mode

**Strand: WL.7.1.NM.B.L** - Linguistic

**Standards:**

**WL.7.1.NM.B.L.1** - [Content Statement] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

**WL.7.1.NM.B.L.1.a** - Respond to learned questions.

**WL.7.1.NM.B.L.1.b** - Ask memorized questions.

**Essential Question(s):**

How does one talk about one's family?

How does one describe one's home?

How does one describe what you and others have?

How does one talk about age correctly?

**Vocabulary:** Family related words, numbers, parts of the house and living spaces

<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
<p><b>Standards:</b> <b>WL.7.1.NM.B.L.1</b> - [Content Statement] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: <b>WL.7.1.NM.B.L.1.a</b> - Respond to learned questions. <b>WL.7.1.NM.B.L.1.b</b> - Ask memorized questions.</p>	<p>Students will:</p> <ul style="list-style-type: none"><li>● Be able to memorize and recognize family relationship words, parts of the house, numbers</li><li>● Be able to ask and respond to the question, Cuantos anos tienes? and its variations</li></ul>	<ul style="list-style-type: none"><li>● Practice in pairs all basic language patterns in the text.</li></ul>	<ul style="list-style-type: none"><li>● Be able to ask and respond to basic language patterns in simple conversation with classmates or teacher</li><li>● Write basic sentences that describe family members that could be used as a personal note</li><li>● Vocabulary quiz</li><li>● Dictation activity</li></ul>

**Standard:**

**WL.7.1.NM.B** - [*Strand*] - Interpersonal Mode

**Strand: WL.7.1.NM.B.C** - Cultural

**Standards:**

**WL.7.1.NM.B.C.1** - [*Content Statement*] - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

**WL.7.1.NM.B.C.2** - [*Content Statement*] - 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.)  
classroom and cultural activities.

**Essential Question(s):**

How and why does one use appropriate register in the Spanish speaking world?

How are Spanish -speaking families the same or different from families in the US?

How are names passed down from one generation to the next?

How and why is a girl's fifteenth birthday celebrated in some Spanish speaking countries?

**Vocabulary:** tu, Usted, Ustedes, surnames

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p><b>Standards:</b>  <b>WL.7.1.NM.B.C.1</b> -  <i>[Content Statement]</i> -            Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Understand and use formal and familiar language correctly</li> <li>● Discuss extended family living situations in Spanish speaking families</li> <li>● Discuss naming traditions</li> <li>● Discuss the how and why of the Quinceanera celebration in some Spanish speaking countries</li> </ul>	<ul style="list-style-type: none"> <li>● Anticipatory sets to establish background knowledge.</li> <li>● Whole group discussion to discuss broad concepts.</li> </ul>	<ul style="list-style-type: none"> <li>● On an individual basis, students will be able to correctly determine whether they should use formal or familiar language and do so in conversational practice</li> <li>● Be able to answer questions about family life in Spanish speaking countries</li> <li>● Be able to create a personal name tag using Hispanic naming traditions</li> <li>● Describe in own words the Quinceanera tradition</li> </ul>

## Standard

**WL.7.1.NM.C** - [*Strand*] - Presentational Mode

**Strand: WL.7.1.NM.C.L** - Linguistic

### Standards:

**WL.7.1.NM.C.L.1** - [*Content Statement*] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

**WL.7.1.NM.C.L.1.a** - Make chart.

**Essential Question(s):** How does one describe a family member?

**Vocabulary:** Personal description words, family related vocabulary, expressions for describing age

<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
<b>Standards:</b> <b>WL.7.1.NM.C.L.1</b> - [ <i>Content Statement</i> ] - The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: <b>WL.7.1.NM.C.L.1.a</b> - Make a chart	Students will: <ul style="list-style-type: none"><li>• Be able to describe a family member to the class</li></ul>	<ul style="list-style-type: none"><li>• Anticipatory sets to establish background knowledge.</li><li>• Create a stat page about a family member</li></ul>	<ul style="list-style-type: none"><li>• A list of related words</li><li>• Create a stat page about a family member that includes a photo and a description of personality, appearance, and age.</li><li>• Be able to present the stat page to the class</li></ul>

## Standard

**WL.7.1.NM.C** - [*Strand*] - Presentational Mode

**Strand: WL.7.1.NM.C.C** – Cultural

### Standards:

**WL.7.1.NM.C.C.2** - [*Content Statement*] - 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.)

**WL.7.1.NM.C.C.4** - [*Content Statement*] - Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

**WL.7.1.NM.C.1** - [*Cumulative Progress Indicator*] - 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.

**WL.7.1.NM.C.3** - [*Cumulative Progress Indicator*] - Copy/write words, phrases, or simple guided texts on familiar topic

**WL.7.1.NM.C.5** - [*Cumulative Progress Indicator*] - Name and label tangible cultural products and imitate cultural practices from the target culture(s).

### Essential Question(s):

How and why do girls celebrate the Quinceanera in some Spanish speaking countries?

**Vocabulary:** Family event vocabulary, age related expressions

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p><b>Standards:</b>  <b>WL 7.1 NM.C.C.4]</b> - [Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.  <b>WL.7.1.NM.C.1</b> - [Cumulative Progress Indicator] - 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..  <b>WL.7.1.NM.C.3</b> - [Cumulative Progress Indicator] - Copy/write words, phrases, or simple guided texts on familiar topics.  <b>WL.7.1.NM.C.5</b> - [Cumulative Progress Indicator] - Name and label tangible cultural</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Be able to create an invitation that indicates the name, place, time and date for the Quinceanera</li> <li>● Present invitation to class</li> </ul>	<ul style="list-style-type: none"> <li>● Anticipatory sets to establish background knowledge.</li> <li>● Whole group discussion to discuss how to make the presentation in simple Spanish- note taking of necessary phrases</li> </ul>	<ul style="list-style-type: none"> <li>● Oral presentations are given to share the projects</li> </ul>

products and imitate  
cultural practices from the  
target culture(s).