Course Title: 6th Grade Spanish

Subject: World Language - Spanish

Grade Level: 6th

Duration: 1 year/Meeting twice per cycle

Prerequisite: None

Elective or Required: Required

Department Mission Statement:
The mission of the World Language Department is to prepare students linguistically and culturally to communicate successfully in a global community. We believe every student is capable of acquiring a second language. We implement the four components of language learning: Listening, Speaking, Reading and Writing in our endeavor to develop passionate, confident, lifelong learners.

Course Description:
The goal of the 6th grade Spanish curriculum is to strengthen and improve their knowledge of Spanish. Students will review past vocabulary while adding on new vocabulary. They will then start to learn verb conjugations. Students in grade six are expected to communicate verbally and through their writing. Students are asked to use all four components of language: listening, speaking, writing, and reading, in order to be able to communicate in an effective manner. In addition to language, they will also be introduced to cultural practices. Students are exposed to the history, lifestyle, art and music of various Spanish-speaking countries. The goal is to instill a life-long appreciation for language and culture.

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Unit 1: School Life

Approximate # of Weeks: 8 weeks

Essential Questions:
- How is the Spanish grammar similar and different to English grammar?
- How do we request objects in the classroom?
- How do the various music forms from the Spanish-speaking world shape the culture of those particular regions?
- Why is it important to stay informed about current events from the Spanish-speaking world?
- Why is it important to understand the concept of masculine and feminine nouns?

Upon completion of this unit students will be able to:
- Demonstrate comprehension of short conversations and brief written messages on familiar topics. (7.1.NH.A.5)
- Converse on a variety of familiar topics and/or topics studied in other content areas. (7.1.NH.B.5)
- Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. (7.1.IL.B.3)

Common Core ELA Standards:
- Demonstrate understanding of the organization and basic features of print. (1.RF.1)
- Ask and answer questions about key details of a text. (1.RI.1)
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (1.W.5)
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (1.SL.4)

Interdisciplinary Standards (njcccs.org)
- Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Standard 8.1 – Computer and Information Literacy
  All students will use computer applications to gather and organize information and to solve problems.

Activities – include 21st Century Technologies:
- Students request classroom objects of other students and exchange them
- Use a cartoon as a basis to understand AR conjugations and create one using another verb
- Survey classmates using AR conjugations
- Create descriptive sentences and clues to identify people/places within a school
- Scavenger hunt involving classroom objects
- Research a news topic from a Spanish-speaking country using Internet websites and present in broadcast form
- Listen to an audio tape of native speakers and answer questions
- Identify logical and illogical sentences, aloud with partners
- Listen to authentic music from different Latin American regions; learn about dances related to those types of music
- Fill in the blanks to lyrics while listening to a song in Spanish
- Play games where students need to identify objects (“I’m looking for..”)

**Enrichment Activities:**
- Using a popular song, change the lyrics to explain AR conjugations.
- Record yourself dictating a piece provided by the teacher. After reviewing it with teacher, work on areas of improvement and re-record.

**Methods of Assessments/Evaluation:**
- Student Responses
- Group/Class work
- Oral Evaluation
- Tests/Quizzes
- Project

**Resources/Including Online Resources**
- Internet Research/Workshop Literature
- Teacher compiled resources
- Complete Spanish Teacher’s Handbook
- Teacher webpage
- Online textbook resources
- Specialized webpages for research
Unit 2: On Vacation

Approximate # of Weeks:  8 weeks

Essential Questions:
- What insights into our own lives would we gain by visiting a foreign country?
- How does culture shape language?
- How did the history of the indigenous people of Latin America shape their culture today?
- How can we use ER verbs to describe things we do in daily life and on vacation?
- Which Spanish-speaking country would you like to visit and why?
- What challenges do you come across when conjugating verbs in the present tense?

Upon completion of this unit students will be able to:
- Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. (7.1.I.L.A.2)
- Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. (7.1.I.L.A.4)
- Engage in short conversations about personal experiences or events and/or topics studied in other content areas. (7.1.I.L.B.5)
- Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports. (7.1.I.L.C.2)

Common Core ELA Standards:
- Demonstrate understanding of the organization and basic features of print. (1.RF.1)
- Ask and answer questions about key details of a text. (1.RI.1)
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (1.W.5)
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (1.SL.4)

Interdisciplinary Standards (njcccs.org)
- Standard 9.1 21st-Century Life & Career Skills
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- Standard 8.1 – Computer and Information Literacy
All students will use computer applications to gather and organize information and to solve problems.

**Activities – include 21st Century Technologies:**
- Create an ideal vacation description
- Respond to questions about activities you plan to participate in
- Reproduce an art form used by Mayans
- Create and share dialogues about vacation
- Create a comic strip using AR and ER verbs
- Watch video clip about indigenous people in South America
- Conjugate ER verbs in the present tense
- Write a postcard to a classmate describing what you are doing on vacation
- Match Hispanic landmark with appropriate label
- Play charades to practice verbs learned in this unit

**Enrichment Activities:**
- Do research about the indigenous people of South America
- Recreate a famous landmark

**Methods of Assessments/Evaluation:**
- Student Responses
- Group/Class work
- Oral Evaluation
- Tests/Quizzes
- Project

**Resources/Including Online Resources**
- Internet Research/Workshop Literature
- Teacher compiled resources
- Complete Spanish Teacher’s Handbook
- Teacher webpage
- Online textbook resources
- Specialized webpages for research
Unit 3: The City/Exchange Student

Approximate # of Weeks: 8 weeks

Essential Questions:
- How does knowing a foreign language benefit you when traveling as an exchange student?
- How are the verbs *ser* and *estar* similar and different? How can we differentiate between the appropriate circumstances of when to use either verb?
- What significance do the ancient monuments from Latin America serve?
- How can we express actions using IR verbs?
- How does the Madrileño lifestyle compare/differ from the American lifestyle?

Upon completion of this unit students will be able to:
- Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. (7.1.IL.A.2)
- Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. (7.1.IL.A.4)
- Engage in short conversations about personal experiences or events and/or topics studied in other content areas. (7.1.IL.B.5)
- Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports. (7.1.IL.C.2)

Common Core ELA Standards:
- Demonstrate understanding of the organization and basic features of print. (1.RF.1)
- Ask and answer questions about key details of a text. (1.RI.1)
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (1.W.5)
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- Standard 8.1 – Computer and Information Literacy
  All students will use computer applications to gather and organize information and to solve problems.

Activities – include 21st Century Technologies:
Introduce yourself and others according to nationalities
Describe authentic Hispanic artwork using the verbs *ser* and *estar*
Watch a video on the Madrileño lifestyle and answer comprehension questions with a partner in Spanish
Interview another classmate as a foreign exchange student
Express actions using IR verbs
Research a monument and tell its significance
Using traveling websites, identify train and bus schedules in Spanish
Express actions of self and other via charades and sentences

**Enrichment Activities:**
- Do research about Madrid.
- Do a comparison between people from big cities here and big cities in Spanish speaking countries.
- Recreate a monument using any materials you want.

**Methods of Assessments/Evaluation:**
- Student Responses
- Group/Class work
- Oral Evaluation
- Tests/Quizzes
- Project

**Resources/Including Online Resources**
- Internet Research/Workshop Literature
- Teacher compiled resources
- Complete Spanish Teacher’s Handbook
- Teacher webpage
- Online textbook resources
- Specialized webpages for research

**Unit 4: The Restaurant**

**Approximate # of Weeks: 8 weeks**

**Essential Questions:**
- How will I order foods and drinks in a Spanish restaurant?
- What is the importance of the Cinco de Mayo celebration?
- How can we use the verbs *querer* and *gustar* to express preferences related to food?
- In what ways do the foods and eating customs from one Spanish-speaking country to another differ and compare?
Why study another culture?
Why do you think certain Hispanic foods are regional?
How do we identify place settings and make requests in a formal dining situation?
Which authentic Hispanic foods would you like to try or prepare?

Upon completion of this unit students will be able to:

- Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. (7.1.IL.A.2)
- Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. (7.1.IL.A.4)
- Engage in short conversations about personal experiences or events and/or topics studied in other content areas. (7.1.IL.B.5)
- Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports. (7.1.IL.C.2)

Common Core ELA Standards:

- Demonstrate understanding of the organization and basic features of print. (1.RF.1)
- Ask and answer questions about key details of a text. (1.RI.1)
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (1.W.5)
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (1.SL.4)

Interdisciplinary Standards (njcccs.org)

- **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- **Standard 8.1 – Computer and Information Literacy**
  All students will use computer applications to gather and organize information and to solve problems.

Activities – include 21st Century Technologies:

- Learn food vocabulary via authentic food props and images
- Organize food into food pyramid
- Browse authentic menus on the Internet and answer comprehension questions
- Create a menu and ask a partner questions regarding menu
- Complete a dialogue of a waiter giving the specials for the day
- Watch a video clip on Cinco de Mayo (unitedsteaming.com)
• Create a commercial for a food or restaurant with a partner using skills obtained throughout the year and present with props
• Prepare guacamole as a class (each student brings in one ingredient)
• Discuss the history of the Cinco de Mayo celebration
• Identify place-settings and make requests
• Take spelling quizzes to practice phonetics

**Enrichment Activities:**
• Research foods from other countries.
• Write a critique/review for a Spanish restaurant that you have been to with your family.

**Methods of Assessments/Evaluation:**
• Student Responses
• Group/Class work
• Oral Evaluation
• Tests/Quizzes
• Project

**Resources/Including Online Resources**
• Internet Research/Workshop Literature
• Teacher compiled resources
• Complete Spanish Teacher’s Handbook
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