

READINGTON PUBLIC SCHOOL DISTRICT

Grade 6 Spanish

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I. PURPOSE AND OVERVIEW

The Readington School District world language program provides a balanced instructional approach that includes common beliefs. The Spanish curriculum identifies the essential knowledge and skills that prepare students to communicate in Spanish, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, develop insight into the nature of the Spanish language and culture, and participate in multilingual communities at home and around the world. Authentic practice of these skills enables students to realize their potential as global citizens who think critically and solve problems using the communication and collaboration skills gained from learning world languages and cultures. In the Spanish World Language classroom, Readington Township students have the opportunity to:

- Be immersed in the target language.
- Communicate effectively and with appropriate cultural sensitivity with others verbally and in writing.
- Use interpretative and interpersonal modes to communicate.
- Be participating members of a global society.

The goal of world language is to prepare learners to apply their skills and understandings measured by the Standards and to bring a global competence to students' future careers and experiences. The K-8 grade curriculum is designed to build on the curriculum from previous grades, standing on the shoulders of the instruction that occurs in each previous grade. Our curriculum is designed to be responsive to the developmental stages of learners.

As students near the end of grade five, they select a world language to study in grades six, seven, and eight. In grades six through eight, students have the option to select one of three languages: French, Mandarin, or Spanish as their choice for World Language Instruction. Typically students remain in the same world language throughout the middle school grades to build proficiency in the study of world language and prepare them for high school and beyond. Native language speakers (those raised in an environment using mainly a language other than English) are supported so that they are able to continue to develop their heritage linguistic and cultural skills in order to become fully bilingual and bi-literate in today's global environment. Native speakers may select to develop their native language while enrolled in the middle school grades. Native language speakers will refine pronunciation, develop their writing skills, and advance reading proficiency in the native language.

II. COMPONENTS OF EFFECTIVE WORLD LANGUAGE CURRICULUM

The components of a successful world language curriculum identify with the 5 "C" goal areas (Communication, Cultures, Connections, Comparisons, and Communities) and the details of the standards for world language learning. Language and communication are at the heart of the human experience. Readington Township strives to educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. Our curriculum lays the foundation for students in grades K-8 so that ALL students will develop and maintain proficiency in English and at least one other language. Children who come to school from non-English backgrounds will have opportunities to develop further proficiencies in their first language.

Goal Areas:

Communication

- Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

Cultures

- Interact with cultural competence and understanding

Connections

- Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

Comparison

- Develop insight into the nature of language and culture in order to interact with cultural competence

Communities

- Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

III. GOALS

The goals of the curriculum include language to reflect the current educational landscape, including:

- The New Jersey Student Learning Standards
- College and Career Readiness Standards
- 21st Century Skills

COMMUNICATION

COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING

- **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied
- **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied

CONNECTIONS

CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS

- **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively

- **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures

COMPARISONS

DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE

- **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD

- **School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world
- **Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advance

V. Pacing Guide

	Sixth Grade
	<i>Para Empezar</i>
Unit 1 Marking Period 1 Sept. - Nov.	Spanish speaking countries/capitals - Geography Use the alphabet to spell words Greeting people at different times of the day (Tú vs. Ud.) Introductions Talk about things related to the calendar (days, months, dates) Begin using numbers (age, phone number) Describe weather conditions and identify the seasons
Unit 2 Marking Period 2 Nov. - Jan.	<i>¿Qué te gusta hacer? (1A/1B)</i> Asking and telling what people like/dislike (Negatives - nada, ni...ni, no) Students learn many more -ar -er and -ir verbs Identify Gustar with I.O.P (ME, TE, LE) Verb <i>ser</i> (conjugations) Using adjectives to describe people (adjective agreement) Identify indefinite articles and placement with adjectives describing nouns Understanding cultural perspectives on friendship
Unit 3 Marking Period 3 Feb. - Apr.	<i>School Schedules and Subjects (2A/2B)</i> Identify school objects using definite articles Talking about school subjects and schedules (adjectives/ordinal numbers) State when one has class using the verb TENER Identify Spanish subject pronouns Discuss what students do during the day Conjugation of AR verbs (NECESITAR/ HABLAR) Asking and telling who is doing an action (Question Rules) Compare your school with that of a student in Spanish-speaking country
	<i>¿Desayuno o almuerzo? (3A)</i>

Unit 4 Marking Period 4 Apr. - June	Identify foods and drinks Conjugate ER verbs (COMER, BEBER) Express how often one eats/drinks certain things using time expressions Describe foods/drinks using adjectives, colors and the 2 nouns rule Understanding cultural perspectives on foods/drinks in Spanish speaking countries
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VI. Spanish I (A) (Grade 6)

Sixth Grade Spanish Para Empezar Desired Results

Established Goals:

Students will be able to use Spanish 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.

Novice-Mid Proficiency Level:

Interpretive

- 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.
- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal

- 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.
- 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.
- 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
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics

Presentation

- 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.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 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.
 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Understandings:

- Communication is the ability to understand and be understood in real-world contexts
- Learning languages provides connections to additional bodies of knowledge
- Learning weather expressions for each season of the year enables students to dialogue on the year
- Learning numbers from 0 to 100 allows for conversation of age, phone number, etc.
- Learning sounds and correct pronunciation of the alphabet enhances the student's ability to communicate in the target language
- Writing dates using the months and numbers opens conversation about the calendar year

Cultural Connections for the Year:

- Understand where the Spanish language is spoken and study the geography and life within these particular countries
- Festivals Dia de los Muertos, El Dia de Independencia, Los Posadas

Grammar Review of and Instruction with:

- Use the spanish alphabet to spell words
- Practice writing the correct formation of dates
- Focus on asking questions in the "Tú" form and answering in the "Yo" form of particular verbs (estar, tener, ser)
- Use new vocabulary to greet people at different times of the day
- Introduce yourself and share who you are using full complete sentences

Essential Questions:

- How do I use another language to communicate with others?
- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?
- How does communicating and addressing others in America differ from that of a Spanish speaking country?
- What are some of the cultural and linguistic similarities and differences between America and the Spanish speaking world?
- How does one introduce themselves and dialogue with a native speaker?

Can Do Statements:

- Students can greet people at different times of the day
- Students can introduce themselves to others
- Students can respond to classroom directions
- Students can share personal information through the use of numbers
- Students can use the Spanish alphabet to spell Spanish words
- Students can talk about things related to the weather and the calendar of the year
- Students can identify Spanish speaking countries and locate them on a map

Students will know/learn...

- Count orally in Spanish to 100 and to use numbers in conversation (age, phone number).
- The months of the year in order and their own birthday

Students will be able to...

- In Spanish, demonstrate an understanding of the products, practices, and perspectives of the cultures studied
- Use cultural knowledge for interpersonal, interpretive, and presentational communication
- Greet people at different times of the day
- Introduce themselves to others
- Respond to classroom directions
- Describe the weather using descriptive words (temperature)
- Express the date by saying the day, number, month, and year
- Respond to the following questions fluently without pause: *¿Cómo te llamas?, ¿Cuántos años tienes?, ¿Cómo estás tú?, ¿Qué día es hoy?, ¿Cuál es la fecha?, ¿Cuál es tu estación favorita? ¿Cuándo es tu cumpleaños? ¿Qué tiempo hace (hoy)?*
- Dialogue in the target language and have a conversation sharing about themselves
- Talk about Spanish speaking countries and interesting facts pertaining to those countries

Interdisciplinary Connections

English Language Arts: NJSLS.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Activity: Student create an introductory dialogue in the target language including a variety of topics expressing themselves and share who they are with others.

Technology: 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources. Activity: Video recording using a google extension dialoguing with a classmate.

21st Century Skills

Career Ready Practice: CRP4. Communicate clearly and effectively and with reason. Activity: Entrevista/Interview - Who am I?

9.2 Career Awareness, Exploration, and Preparation: 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. Activity: Talk about citizenship and what the differences are between becoming a citizen in the US vs. Spanish speaking countries. Discuss the value of working, obtaining legal documentation, etc.

Assessment Evidence

Formative:

Interpersonal:

- Introduce one's self to others
- Ask for some personal information such as name, age, and where someone is from
- Provide personal information such as name, age, and where someone is from
- Ask memorized questions (yes/no, either/or, and short response) related to physical characteristics and qualities.

Interpretive:

- Adjust speaking pitch as appropriate for asking and answering questions
- Practice greeting classmates in the target language sharing information about oneself

Benchmark:

- [Oral Assessment Rubric](#)
- [Writing Assessment Rubric](#)

Alternative:

- Comic Strip - dialogue with questions and responses
- Interview - Incorporating all studied questions

Other Evidence:

- Rubrics (Speaking)
- Teacher Observation (Paired clock buddies)
- Speaking presentations (El Tiempo)

<p>Presentational:</p> <ul style="list-style-type: none"> • Use words, phrases and sentences to describe oneself in terms of feelings, age, birthday, personal facts, etc. <p>Summative:</p> <p>Interpersonal:</p> <ul style="list-style-type: none"> • Respond to greetings and farewells and frequent questions • Follow simple instructions through actions • Exchange names, greetings, and farewells, using appropriate cultural gestures • Give and follow some simple instructions through actions and by participating in games <p>Interpretive:</p> <ul style="list-style-type: none"> • React with gestures or drawings to verbal or written descriptions • Show comprehension of the main idea of a verbal or written story or conversation by sequencing pictures • Show limited comprehension to simple questions and statements about a verbal or written story or conversation <p>Presentational:</p> <ul style="list-style-type: none"> • Convey meaning through gestures or through listing information • Prepare illustrated stories and share as part of a group 	<ul style="list-style-type: none"> • Self-assessments - Vocabulario y Expresiones importantes • Student participation - Preguntas y Respuestas • Work completion - Dialogos • Skit - Screencastify - ¿Quién soy yo?
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Resources for Instruction

Core Materials:

Textbook: *Realidades A* published by Prentice Hall, 2004

Supporting Materials:

Powerful Strategies for Differentiating Instruction in your Foreign Language Classroom by Alice Kosnik.

Breaking the Spanish Barrier by John Conner.

Improving Foreign Language Speaking through Formative Assessment by Harry Tuttle and Alan Tuttle.

Spanish English Dictionary

Stephen Krashen's "Principles and Practice in Second Language Acquisition" DVD's Selena, La Quinceañera, Spanglish

Technology:

<http://www.studyspanish.com/tutorial.htm>

<http://www.learnspanish.com/>

<http://spanish.about.com>

<http://www.onlinenewspapers.com/>

<http://www.univision.com/portal.jhtml>

<http://www.youtube.com>

<http://a4esl.org/>

www.quizlet.com

www.dragondictation.com

<http://www.senorwooly.com>
<http://www.duolingo.com>
<http://www.studyspanish.com/tutorial.htm>
<http://www.learnspanish.com/>
<http://spanish.about.com/>
<http://www.onlinenewspapers.com/>
<http://www.univision.com/portal.jhtml>
<http://www.youtube.com> <http://a4esl.org/>
www.dragondictation.com
www.edpuzzle.com
 Screencastify

Sixth Grade Spanish
Likes/Personality Traits (Capítulo 1a/1b)

Desired Results

Established Goals:

Students will be able to use Spanish 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.

Novice-Mid Proficiency Level:

Interpretive

- 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.
- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal

- 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.
- 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.
- 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
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics

Presentational

- 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.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

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.

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

Understandings:

- Learning activities and sports that one likes or dislikes enables students to share about their preferences
- Learning what an infinitive verb is and how to identify what type of verb a word is allows students to understand the structure of a sentence
- Responding to questions about one's likes and dislikes allows the ability to understand negatives in Spanish and the structure of a response

Cultural Connections:

- Understanding pastimes in the United States and how they differ in Spanish speaking countries
- Recognize and identify characteristics and how they change based on who they are describing

Grammar Review of and Instruction with:

- Infinitives
- Making negative sentences
- Indirect object pronouns me, te, le
- Adjective agreement (o/a, e)
- Placement of adjectives (noun/adj.)
- Placement of no to make verbs negative (no + verb)
- Definite and indefinite articles (el, la, los, las vs. un, una, unos, unas)

Essential Questions:

- How do I use another language to communicate with others?
- What are some cultural differences of likes and dislikes between America and the Spanish Speaking world?
- How do I describe myself and my friends?
- How does one make connections to other countries and establish friendships?
- What are the similarities and differences of a teen's schedule of hobbies/pastimes?

Can Do Statements:

- Students can talk about their likes and dislikes
- Students can share why they like or dislike a particular activity
- Students can share what they like or dislike during different seasons of the year
- Students can describe themselves characteristically
- Students can describe another person's character in the third person

Students will know/learn...

- Vocabulary for weather and seasons
- Vocabulary for character traits
- Vocabulary for activities
- Indirect object pronouns

Students will be able to...

- In Spanish, demonstrate an understanding of vocabulary through descriptions of personalities and preferences of particular activities for interpersonal, interpretive, and presentational communication

<ul style="list-style-type: none"> • Describe likes and dislikes understanding the use of "gustar" with the indirect object pronouns "me, te, le" • Describe preferences of one activity over another • Respond to questions of preferences related to themselves as well as others in the singular third person (me, te, le + gusta) • Talk about preferences of activities based on weather conditions and seasons • Describe one's character traits using "Yo Soy" • Describe others correctly using the correct form of the adjective based on gender and number • Explain why one likes a particular activity using their character traits to reason (Me gusta + verb + porque + yo soy + adjective). • Respond to the following questions fluently without pause: <i>¿Qué te gusta?, ¿Qué te gusta hacer?, ¿Te gusta....?, ¿Cómo eres tú?, ¿Eres.....? ¿Cómo es él? ¿Cómo es ella? ¿Qué le gusta hacer a él/ella?</i> 	
Interdisciplinary Connections	
<p>Technology: 8.1.P.C.1 C Collaborate with peers by participating in interactive digital games or activities. Activity: Interview (3rd person introduction/ foto/ Screencastify)</p> <p>English Language Arts: RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Activity: Pronouns/Verbs (Identify subjects and verbs within a sentence understanding sentence structure: subject + verb; ex: yo soy/ tú eres/ él es/ella es)</p>	
21st Century Skills	
<p>Career Ready Practice: CRP4. Communicate clearly and effectively and with reason. Activity: Share about a friend, family member, or family pet and talk in the third person using "se llama", "él/ella es", "a él/ella le gusta..."</p> <p>9.2 Career Awareness, Exploration, and Preparation: 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. Activity: Skit of communicating one's personality, likes, and/or dislikes with a classmate based on activities and extracurricular interests.</p>	
Assessment Evidence	
<p>Formative: Interpersonal:</p> <ul style="list-style-type: none"> • Share one's likes and dislikes • Ask what one's likes or dislikes are • Provide personal information about preferences based on particular seasons and weather • Ask memorized questions (yes/no, either/or, and short response) related to preferences, physical characteristics and qualities • Answer memorized questions (yes/no, either/or, and short response) related to preferences of pastime activities and sports 	<p>Benchmark:</p> <ul style="list-style-type: none"> • Oral Assessment Rubric • Writing Assessment Rubric <p>Alternative:</p> <ul style="list-style-type: none"> • Poster (Yo soy....) • Storyboard (Dialogue using the subjects Tú/Yo) <p>Other Evidence:</p> <ul style="list-style-type: none"> • Rubrics (speaking) • Teacher Observation • Speaking presentations (Entrevista) • Student Self-Assessments (CB) • Student participation in speaking drills • Work completion/written responses (Prompts)

<ul style="list-style-type: none"> • Answer simple questions (yes/no, either/or, and short response) inquiring about my preferences as they relate to pastime activities and sports <p>Interpretive:</p> <ul style="list-style-type: none"> • Adjust intonation (raise or lower pitch) as appropriate for asking a question (yes/no, either/or, and short response) • Greet and take leave in a culturally acceptable manner <p>Presentational:</p> <ul style="list-style-type: none"> • Use words, phrases, and memorized sentences to describe self, including details about physical characteristics and personality qualities • Use words, phrases, and memorized sentences to describe others based on their personal qualities • Use words, phrases, and memorized sentences to tell which pastimes and sports one likes/dislikes • Categorize pastimes and sports based on whether they are popular in the United States, the culture, or in both places <p>Summative:</p> <p>Interpersonal:</p> <ul style="list-style-type: none"> • Respond to greetings, farewells, and frequent questions • Follow simple instructions through actions • Express likes and dislikes using visual cues • Describe likes of oneself as well as others <p>Interpretive:</p> <ul style="list-style-type: none"> • React with gestures or drawings to verbal or written descriptions • Show comprehension of the main idea of a verbal or written story or conversation by sequencing pictures based on questions/responses • Show limited comprehension to simple questions and statements about a verbal story, written story, or conversation relating to likes/dislikes/descriptions <p>Presentational:</p> <ul style="list-style-type: none"> • Convey meaning through gestures or through listing information 	<ul style="list-style-type: none"> • Quizzes/tests (Screencastify video) • Technology (Google extensions) • Projects (Coat of arm)
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<ul style="list-style-type: none"> • Prepare illustrated stories and share as part of a group • Recite or dramatize songs, short stories, or poems • Participate in the creation of a list of items necessary or activities that might take place in daily life in the culture studies 	
Resources for Instruction	
<p>Core Materials: Textbook: <i>Realidades A</i> published by Prentice Hall, 2004</p> <p>Supporting Materials: <i>Powerful Strategies for Differentiating Instruction in your Foreign Language Classroom</i> by Alice Kosnik. <i>Breaking the Spanish Barrier</i> by John Conner. <i>Improving Foreign Language Speaking through Formative Assessment</i> by Harry Tuttle and Alan Tuttle. Spanish English Dictionary Stephen Krashen's "Principles and Practice in Second Language Acquisition" DVD's Selena, La Quinceañera, Spanglish</p> <p>Technology: http://www.studyspanish.com/tutorial.htm http://www.learnspanish.com/ http://spanish.about.com http://www.onlinenewspapers.com/ http://www.univision.com/portal.jhtml http://www.youtube.com http://a4esl.org/ www.quizlet.com www.dragondictation.com http://www.senorwooly.com http://www.duolingo.com http://www.studyspanish.com/tutorial.htm http://www.learnspanish.com/ http://spanish.about.com/ http://www.onlinenewspapers.com/ http://www.univision.com/portal.jhtml http://www.youtube.com http://a4esl.org/ www.dragondictation.com www.edpuzzle.com Screencastify Google extensions</p>	

**Sixth Grade Spanish
School Schedules and Subjects (2a/2b)**

Desired Results

Established Goals: Students will be able to use Spanish 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.

Novice-Mid Proficiency Level:

Interpretive

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.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal

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.

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.

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

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics

Presentational

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.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

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.

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

Understandings:

- Learn names of classes and vocabulary for items needed in school allows one to converse about their schedule
- Understanding ordinal numbers and the use of the verb "tener" connects students to conversation about their school schedule
- Vocabulary of classroom items as well as prepositional phrases allow students to talk about classroom scenes
- Learning the verbs "estar" and "hay" gives students the ability to state where

Essential Questions:

- How does American students' sense of style differ from students abroad?
- How do I use my understanding of culture to communicate similarities, differences, and interactions across cultures in a school setting?
- What does a school day look like in the Spanish speaking world?
- Why is it important to know the structure of a sentence versus a question when conversing in the Spanish language?

<p>items and people are located within the school setting</p> <p>Cultural Connections:</p> <ul style="list-style-type: none"> • Compare one's school in the United States with that of a Spanish-speaking country • Discuss why many students in other countries are studying a foreign language and understand the value of learning the language chosen <p>Grammar Review of and Instruction with:</p> <ul style="list-style-type: none"> • Use of the indefinite articles based on gender and number of a noun (school items) • Practice making nouns plural and knowing how to pluralize the articles and adjectives that describe the noun (colors) • Identify the Spanish Subject Pronouns (12) • Understand how to Conjugate an AR Verb in all 6 forms including "vosotros" • Compare the differences between the structure of a sentence and a question (placement of the subject and the verb) • Understand the rules of answering questions in Spanish (Tú - yo, usted - yo, ustedes - nosotros, él/ella - él/ella, and ellos/ellas - ellos ellas) • Use of the prepositions with "de" and "del" • Conjugation of an irregular verb (estar) • Understanding the difference between the 4 indefinite/definite articles and the correct use of each based on the noun • Use of the verb "Hay" when describing a classroom scene with classroom vocabulary 	<ul style="list-style-type: none"> • How are pronouns and verb conjugations connected when formulating a complete thought in the target language? • When do I know to speak to another person using the "Tú" form versus the "Usted" form in my conversation?
<p>Can Do Statements:</p> <ul style="list-style-type: none"> • Students can talk about school schedules and subjects • Students can discuss what they do during the day • Students can ask and tell who is doing an action • Students can compare their school with that of a student on a Spanish-speaking country • Students can read, listen to, and understand information about the school day • Students can describe a classroom • Students can indicate where things and people are located • Students can understand cultural perspectives on school • Students can read, listen, and understand information about the classroom as well as where things/people are located 	

<p><i>Students will know/learn...</i></p> <ul style="list-style-type: none"> • Vocabulary specific to schools and classrooms • Indefinite articles based on gender and the number of a noun • Plural nouns • Prepositions • Verbs estar, hay, tener, necesitar, ser <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • In Spanish, demonstrate an understanding of the school schedule, items needed for school and describe the classroom setting for interpersonal, interpretive, and presentational communication • In Spanish, demonstrate an understanding of the practices and perspectives of the school systems in the hispanic world • Students will share what they need for each class as well as when they have the class with particular teachers using the verbs: tener, necesitar, ser • Speak about one's school schedule • Converse about activities that one partakes in during the day • Ask and respond to questions describing the classroom • Talk about the location of people/items using the correct form of the verb "estar" and the correct definite article and prepositional phrases • Ask and tell how someone feels understanding the other use of the verb "estar" • Describe a classroom using the verb "Hay" with the correct indefinite article (un, una, unos, unas) with prepositional phrases 	
<p style="text-align: center;">Interdisciplinary Connections</p>	
<p>Technology: 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources. Activity: Google Draw - Design a classroom to write a narrative describing the illustration in the target language using prepositional phrases with the verb "estar" as well as the phrase "Hay."</p> <p>English Language Arts: RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Activity: Use simple information from the language studied, such as cognates, word derivatives, and coined phrases, rejoinders in the study of other subjects.</p>	
<p style="text-align: center;">21st Century Skills</p>	
<p>Career Ready Practice: CRP4. Communicate clearly and effectively and with reason. Activity: Describe the school schedule and explain preferences of classes.</p> <p>9.2 Career Awareness, Exploration, and Preparation: 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 - explore classes offered and how they help us grow and prepare one for the future. Activity: Screencastify project of school day, preferences, and future importance of skills learned.</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Formative: <i>Interpersonal:</i></p> <ul style="list-style-type: none"> • Ask for some personal information such as when someone has a particular class, opinion of the class, who the teacher is, what is needed for the class, etc. 	<p>Benchmark:</p> <ul style="list-style-type: none"> • Oral Assessment Rubric • Writing Assessment Rubric

<ul style="list-style-type: none"> • Ask memorized questions (yes/no, either/or, and short response) related to school schedules • Answer memorized questions (yes/no, either/or, and short response) related to preferences of classes • Answer simple questions (yes/no, either/or, and short response) inquiring about preferences as they relate to classes in a school schedule and what supplies are needed for each class <p>Interpretive:</p> <ul style="list-style-type: none"> • Discuss a typical school day and describe the classes in detail • Provide reasoning for preferences using descriptive adjectives when discussing schedules, teachers, and school scene <p>Presentational:</p> <ul style="list-style-type: none"> • Use words, phrases, and memorized sentences to describe one's school day including details about teachers and preferences • Tell when each class takes place using ordinal numbers • Use words, phrases, and memorized sentences to tell what is needed for each class • Present teachers and describe them using descriptive adjectives reviewing adjective agreement <p>Summative:</p> <p>Interpersonal:</p> <ul style="list-style-type: none"> • Respond to greetings, farewells, and frequent questions • Follow simple instructions through actions • Express likes and dislikes using visual cues • Describe self, others, and objects by listing characteristics <p>Interpretive:</p> <ul style="list-style-type: none"> • React with gestures or drawings to verbal or written descriptions • Show comprehension of the main idea of a verbal story, written story, or conversation by sequencing pictures • Show limited comprehension to simple questions and statements about a verbal or written story or conversation <p>Presentational:</p>	<p>Alternative:</p> <ul style="list-style-type: none"> • Visual Schedule/Project • La Librería - School Bookstore Flyer <p>Other Evidence:</p> <ul style="list-style-type: none"> • Rubrics • Teacher observation • Speaking presentations (El Horario) • Self-assessments (Opiniones de sus clases y ¿por qué?) • Student participation (Preguntas del Horario) • Work completion (Oraciones completas - subject + verb) • Quizzes/tests (Composición) • Homework (práctica de los verbos/vocabulario) • Projects (La sala de clase y El Cuento con preposiciones)
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<ul style="list-style-type: none"> • Convey meaning through gestures or through listing information about school schedules • Prepare illustrated narratives and share as part of a group reflecting on preferences of classes and teachers • Participate in the creation of a list of items necessary or activities that might be needed for particular classes 	
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Resources for Instruction

Core Materials:

Textbook: *Realidades A* published by Prentice Hall, 2004

Supporting Materials:

Powerful Strategies for Differentiating Instruction in your Foreign Language Classroom by Alice Kosnik.

Breaking the Spanish Barrier by John Conner.

Improving Foreign Language Speaking through Formative Assessment by Harry Tuttle and Alan Tuttle.

Spanish English Dictionary

Stephen Krashen's "Principles and Practice in Second Language Acquisition" DVD's Selena, La Quinceañera, Spanglish

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<http://www.youtube.com>

<http://a4esl.org/>

www.quizlet.com

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<http://www.univision.com/portal.jhtml>

<http://www.youtube.com> <http://a4esl.org/>

www.dragondictation.com

www.edpuzzle.com

Google Classroom

Google Docs

Sixth Grade Spanish Breakfast or Lunch or Dinner (Capítulo 3a)

Desired Results

Established Goals: Students will be able to use Spanish 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.

Novice-Mid Proficiency Level:

Interpretive

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.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal

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.

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.

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

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics

Presentation

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.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

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.

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

<p>Understandings:</p> <ul style="list-style-type: none"> • Learn names of food and drink allows one to converse about their diet • Expressions of frequency allows one to share their diet and meals or drinks consumed • Conjugations of ER verb "beber" and "comer" open conversations amongst others and about them • The difference between me gusta and me gustan is used for expressing preferences for singular vs. plural food and drink <p>Cultural Connections:</p> <ul style="list-style-type: none"> • Compare meal times in the United States vs. Spanish speaking countries • Study and experience the passion for Churros y Chocolate • Discuss why many students in Spanish speaking countries have an extended school day as a result of "la comida" <p>Grammar Review of and Instruction with:</p> <ul style="list-style-type: none"> • Use of the verb estar to talk about location of foods/drinks • Review the Spanish Subject Pronouns (all 12) • Understand how to Conjugate an ER/IR verbs • Practice the differences between the structure of a sentence and a question (placement of the subject and the verb) • Understand the 2 noun rule in Spanish (ex: orange juice/ el jugo de naranja) • Adjective agreement with describing foods/drinks • Speak of preferences of singular vs. plural nouns Me gusta(n) and Me encanta(n) with definite articles • Explain why one likes/dislikes a food/drink using "porque" with an adjective • Use expressions of frequency to share how often you eat and drink 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the similarities and differences where Spanish teens shop for food and what they eat? • How does food teach you about people, their country and their culture? • What time are meals typically eaten in Spanish-speaking countries? • What is a "la siesta hora?" and what is the purpose of "la comida?" • How does one define typical meal times and what's an acceptable meal?
<p>Can Do Statements:</p> <ul style="list-style-type: none"> • Students can talk about foods and beverages for breakfast, lunch, and dinner • Students can talk about likes and dislikes and explain why with the use of adjectives (savory, spicy, sour, salty, etc.) • Students can express how often they eat or drink a particular food or drink • Students can understand cultural perspectives on meals • Students can use the present tense of -ar, -er and -ir verbs as well as gusta(n)/or encanta(n) 	
<p>Students will know/learn...</p> <ul style="list-style-type: none"> • Verb estar • Verb comer • Verb beber • Conjugation of ER/IR verbs 	

- Adjective agreement
- Definite articles
- Gusta(n)
- Encanta(n)
- Phrases of frequency (always, never, sometimes, every day)

Students will be able to...

- In Spanish, demonstrate an understanding of the practices and perspectives of the different meals in the hispanic world
- Students will use their cultural knowledge for interpersonal, interpretive, and presentational communication to share their likes and dislikes of foods and drinks
- Students will share how often they eat or drink certain foods expressing why based on prior knowledge of adjectives and how they agree with the noun (food/drink)
- Speak about foods one eats using the verb "comer"
- Share what meals are eaten at different times of the day
- Respond to questions referring to one's preferences of foods
- Speak about what beverages one drinks using the verb "beber"
- Communicate when one drinks particular beverages
- Students will be able to ask and respond to questions understanding how to use the correct forms of "comer" and "beber"

Interdisciplinary Connections

Technology: 8.1.8 D.2 Demonstrate the application of appropriate citations to digital content. Activity: Picture Prompts of meals and placement of foods/drinks - Describe using prepositions, adjectives, proper forms of verbs.

English Language Arts: L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Activity: Oral and written practice of the Two Nouns Rule/Adjective Agreement/Analysis of parts of speech.

21st Century Skills

Career Ready Practice: CRP6. Demonstrate creativity and innovation. Activity: Student will partake in a creation of a tasty soup including 10 to 12 ingredients all demonstrating the adjective agreement rules. The class will also demonstrate the Two Nouns Rule in a contest of making a Subway hero with both rules mentioned above.

9.2 Career Awareness, Exploration, and Preparation: 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. Activity: Students will understand the importance of basic food/cafe dialogue to understand the use of the language for ordering food and making decisions related to travel needs.

Assessment Evidence

Formative:

Interpersonal:

- Ask for some personal information such as favorite drink, food, or dessert
- Provide personal information such as why one likes particular foods or drinks

Benchmark:

- [Oral Assessment Rubric](#)
- [Writing Assessment Rubric](#)

Alternative:

- Visual Menu/ Project

<ul style="list-style-type: none"> • Ask memorized questions (yes/no, either/or, and short response) related to preferences of foods or drinks <p>Interpretive:</p> <ul style="list-style-type: none"> • Adjust intonation (raise or lower pitch) as appropriate for asking a question (yes/no, either/or and short response) about when and what foods/drinks are consumed <p>Presentational:</p> <ul style="list-style-type: none"> • Use words, phrases, and memorized sentences to describe meals and when one eats or drinks • Use words, phrases, and memorized sentences to describe others' preferences in the third person • Categorize meals and drinks based on whether they are demonstrating the Two Nouns Rule or the adjective agreement rules • Use words, phrases, and memorized sentences and technology tools to tell a story of activities one partakes in and how often (AR,ER, IR verbs) <p>Summative:</p> <p>Interpersonal:</p> <ul style="list-style-type: none"> • Respond to frequent questions about meals and choices based off of preferences • Express likes and dislikes using visual cues of foods or drinks • Describe meals using proper adjectives in the correct form based on gender and number <p>Interpretive:</p> <ul style="list-style-type: none"> • React with gestures or drawings to verbal or written descriptions of foods or drinks • Show comprehension of the main idea of a verbal or written story or conversation by sequencing pictures • Show limited comprehension to simple questions and statements about a verbal or written story or conversation related to foods, drinks, and preferences <p>Presentational:</p> <ul style="list-style-type: none"> • Convey meaning through gestures or through listing information for meals during the day • Prepare illustrated stories and share as part of a group describing people eating • Recite or dramatize songs, short stories, or poems with ER verbs (comer/beber) • Participate in the creation of a list of foods and drinks consumed at various times using phrases of frequency (always, never, sometimes, every day) 	<ul style="list-style-type: none"> • El Restaurante - Oral Skit (Comer, Beber, Compartir) <p>Other Evidence:</p> <ul style="list-style-type: none"> • Rubrics (included on projects) • Teacher Observation - Class interactions • Speaking presentations - Surveys/Menus • Self-assessments - CB Drills • Student participation - Cultural Jig-saw • Work completion - Conjugation of -ar, -er and -ir verbs: comer, beber, compartir • Quizzes/tests (AR/ER/IR Verbs Conjugation) • Projects (Sopa Sabrosa/ Submarino)
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