

GRADE 6 SPANISH

Description

This year-long course meets 20 minutes daily. It is an introductory course that reinforces, refines and expands concepts taught in previous grades. It provides a basic foundation in Spanish through reading, writing, listening and speaking. The emphasis is on acquiring basic grammatical structures, vocabulary and idioms to further communicate in Spanish. Students are also exposed to the geography and culture of Spanish-speaking countries.

Course Overview

Course Goals

Students should:

Essential Questions

- How do I use another language to communicate with others?
- How do I understand what others are trying to communicate in another language?
- How do I present information, concepts, and ideas in another language in a way that is understood?
- How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice-versa?
- How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me?
- How do I demonstrate an understanding of the similarities, differences, and interactions across languages?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Assessments

Common Assessments

Skill Assessments

Content Outline

- I. [Unit 1](#) - Preliminary Unit
- II. [Unit 2](#) - Friends and Students
- III. [Unit 3](#) - Family and House
- IV. [Unit 4](#) - At Home and In Class

Standards

[Link to Standards \(CTSDE?\)](#)

Connecticut State Standards are met in the following

Grade Level Skills

Students will:

- Skills Matrix

V. Unit 5 - Shopping	areas: <ul style="list-style-type: none"> • <i>Communication (Interpersonal Mode)</i> • <i>Communication (Interpretive Mode)</i> • <i>Communication (Presentational Mode)</i> • <i>Connections (interdisciplinary mode)</i> • <i>Connections (intradisciplinary mode)</i> • <i>Comparisons Among Languages</i> • <i>Comparisons Among Cultures</i> 	
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Pacing Guide										
1st Marking Period			2nd Marking Period			3rd Marking Period			4th Marking Period	
September	October	November	December	January	February	March	April	May	June	
Unit 1 <u>Preliminary Unit</u> 3 weeks	Unit 2 <u>Friends and Students</u> 7 weeks		Unit 3 <u>Family and House</u> 7 weeks		Unit 4 <u>At Home and In Class</u> 7 weeks		Unit 5 <u>Shopping</u> 7 weeks			

Unit 1 - Preliminary Unit, 3 weeks [top](#)

Standards

Connections (interdisciplinary mode)

In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.

Students will:

- use simple information from their world language class in their study of other subject.

Connections (intradisciplinary mode)

In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.

Students will:

- demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary.

Unit Objectives

Students will be able to:

- greet and take leave of people using appropriate expressions of courtesy.
- describe the weather conditions in different seasons in written and oral form.
- compare and contrast the use of the 24 hour clock and the 12 hour clock.
- compare and contrast monetary systems in the US and some Hispanic countries.
- describe some holidays of Hispanic origin that are celebrated in the US.

Essential Questions

- How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice-versa?
- How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me?

Focus Questions

- How do communicate in Spanish when I talk to someone?
- How can I talk about the weather and seasons in the US and Spanish-speaking countries?
- How do I use numbers to tell time in Spanish?
- What currencies are used in some Hispanic countries?
- What are some holidays of Hispanic origin that are celebrated in the US?

Assessment

- Weather Report

Skill Objectives

Students will:

- greet and take leave of people appropriately.
- identify the day and date.
- tell time in Spanish.
- identify words that show politeness.
- describe the weather.
- identify the seasons.
- identify some currencies used in Hispanic countries.
- define the 24 hour clock.
- identify some holidays of Hispanic origin that are celebrated in the US.
- count from 1 to 60.

Unit 2 – Friends and Students, 7 weeks [top](#)

Standards

Communication (Interpersonal Mode)

In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.

Students will:

- greet others and exchange essential information, including names, addresses, birthplaces, telephone numbers and e-mail addresses.

Communication (Presentational Mode)

In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.

Students will:

- give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments.

Comparisons Among Languages

In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.

Students will:

- develop listening and speaking skills on a range of topics to facilitate reading skills.

Unit Objectives

Students will be able to:

- describe themselves, others, and schools using subject pronouns, the verb SER, and adjectives correctly.
- compare and contrast schools in the US and Spanish-speaking countries.

Essential Questions

- How do I use another language to communicate with others?
- How do I present information, concepts, and ideas in another language in a way that is understood?
- How do I demonstrate an understanding of the similarities, differences, and interactions across languages?

Focus Questions

- What are the subject pronouns in Spanish and how are they used?
- When and how to I use the verb SER in the present tense?
- How do I describe myself and other students?

Assessments

- Magazine Subscriptions
- Famous Hispanics presentation

Skill Objectives

Students will:

- identify the singular and plural forms of the definite and indefinite articles.
- write the singular and plural forms of adjectives.
- write the singular and plural forms of nouns.
- use subject pronouns correctly.
- conjugate the verb SER in the present

	<ul style="list-style-type: none">• How do I talk about my school and teachers with others?• What are schools like in many Spanish-speaking countries?	<p>tense.</p> <ul style="list-style-type: none">• describe themselves and others.• identify vocabulary related to school.• create a graphic organizer showing similarities and differences between American and Spanish-speaking schools.
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Unit 3 - Family and House, 7 weeks [top](#)

Standards

Communication (Interpersonal Mode)

In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.

Students will:

- describe various objects and people found at home and school.
- exchange basic information about events, such as classes, meetings and meals.

Communication (Presentational Mode)

In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.

Students will:

- write short, informal notes in which they describe or provide information about themselves, their friends and families, and their school activities.

Comparisons Among Cultures

In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.

Students will:

- demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations.

Unit Objectives

Students will be able to:

- describe a house using appropriate forms of the verb TENER and possessive adjectives in oral and written form.
- identify family members and give their ages in oral and written form.
- discuss a family celebration naming the different components.

Essential Questions

- How do I use another language to communicate with others?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?
- How do I present information, concepts and ideas in another language in a way that is understood?

Focus Questions

- How do I use the verb TENER (to have) in the present tense to discuss age and family members?
- What are the possessive adjectives in Spanish and how do I use them?

Assessments

- Family Celebration Scene
- Let's Write a Letter

Skill Objectives

Students will:

- conjugate the verb TENER in the present tense.
- identify the possessive adjectives in Spanish.
- name family members.
- identify vocabulary related to family celebrations.
- utilize tú and usted appropriately.
- recognize some types of housing found

	<ul style="list-style-type: none">• How do I describe some family celebrations?• When do I use tú vs. usted?• How do I talk about my house and housing found in Hispanic countries?	<p>in Hispanic countries.</p> <ul style="list-style-type: none">• recognize the numbers 31-100.• express their ages and find out someone else's age.
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Unit 4 - At Home and In Class, 7 weeks [top](#)

Standards

Communication (Interpersonal Mode)

In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.

Students will:

- describe their favorite activities at home and school.

Communication (Interpretive Mode)

In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.

Students will:

- identify people and objects in their environments, based on oral and written descriptions.
- comprehend short conversations among peers and familiar adults on well-known topics, including their favorite topics, including their favorite activities at home or school.
- comprehend brief notes on familiar topics, including daily activities at home or school.

Comparisons Among Cultures

In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.

Students will:

- use new information and cultural awareness to compare and contrast their experiences with those of their peers in the target culture(s) and to identify with and respect peers in the target culture(s).

Unit Objectives

Students will be able to:

- describe in written and oral form, activities related to home and parties using –AR verbs and the verbs IR, DAR, ESTAR in the present tense.
- describe in written and oral form, activities related to school using –AR verbs and the verbs IR, DAR, ESTAR in the present tense.
- compare and contrast schools in the US and some Hispanic countries.

Essential Questions

- How do I use another language to communicate with others?
- How do I understand what others are trying to communicate in another language?
- How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?

Focus Questions

- What are –AR verbs and how are they used?
- How and when do I use the verb IR in the present tense?

Assessment

- Venn Diagram

Skill Objectives

Students will:

- conjugate –AR verbs in the present tense.
- conjugate the verb IR in the present tense.
- conjugate the verb DAR in the present tense.
- conjugate the verb ESTAR in the

	<ul style="list-style-type: none"> • How and when do I use the verb DAR in the present tense? • How and when do I use the verb ESTAR in the present tense? • What is the contraction AL and when do I use it? • How do I talk about activities related to home, school and parties? • What are some differences and similarities between schools in the US and some Hispanic countries? 	<ul style="list-style-type: none"> present tense. • utilize the contraction al appropriately. • name home activities. • name school activities. • name party activities. • create a graphic organizer showing similarities and differences between schools in the US and some Hispanic countries.
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Unit 5 - Shopping, 7 weeks [top](#)

Standards

Communication (Interpersonal Mode)

In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.

Students will:

- exchange thoughts about people, activities and events in their personal lives or communities.

Communication (Presentational Mode)

In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.

Students will:

- create lists of items necessary to plan activities that might take place in their daily lives or in the target culture.

Connections (Intradisciplinary Mode)

In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.

Students will:

- use multiple media resources to access information regarding the target culture(s).

Comparisons Among Language

In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.

Students will:

- copy and organize in a logical sequence a written text provided by the teacher.

Unit Objectives

Students will be able to:

- utilize vocabulary related to school supplies and clothing in shopping related situations.
- compare and contrast clothing styles in the U.S. and Hispanic countries.
- use the construction IR + A + infinitive to discuss what people are going to do.

Essential Questions

- How do I use another language to communicate with others?
- How do I present information, concepts, and ideas in another language in a way that is understood?
- How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me?
- How do I demonstrate an understanding of the

Assessment

- Back to School Skit

Skill Objectives

Students will:

- choose the correct form of the verb IR + A + infinitive to express what people are going to do.
- express what people have to do using TENER QUE.

	<p>similarities, differences and interactions across languages?</p> <p>Focus Questions</p> <ul style="list-style-type: none"> • How talk about what people are going to do? • How do I talk about what people have to do? • What is the contraction del and when do I use it? • What are the colors in Spanish? • How do I count from 100-10,000? • How do I talk about going shopping for school supplies and clothing? • What are some clothing styles in Hispanic countries? 	<ul style="list-style-type: none"> • utilize the contraction del appropriately. • identify colors. • name articles of clothing. • name school supplies. • count from 100-10,000. • identify vocabulary related to shopping. • recognize some clothing styles in Hispanic countries.
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