

Curriculum Development
In the Fairfield Public Schools

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

GRADE 6 SPANISH

BOARD OF EDUCATION APPROVED 10/23/2007

GRADE 6 SPANISH

Statement of Purpose

The goal of our World Language Department is to encourage an understanding of and an interest in other cultures through the study of another language and to develop skills that allow for communication in a target language. In 6th grade Spanish, students will develop basic language skills and an awareness of the products, practices, and perspectives of the Hispanic and Spanish culture.

Audience

Grade 6

Prerequisite

None

Design and 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 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.
- 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.
- 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.
- 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.
- 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.

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.
- 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 tense.
- describe themselves and others.
- identify vocabulary related to school.
- create a graphic organizer showing similarities and differences between American and Spanish-speaking schools.
- 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 in Hispanic countries.
- recognize the numbers 31-100.
- express their ages and find out someone else's age.
- 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 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.
- 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.
- 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.

World Language 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.

Students will describe various objects and people found at home and school.

Students will exchange basic information about events, such as classes, meetings and meals.

Students will describe their favorite activities at home and school.

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

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.

Students will comprehend short conversations among peers and familiar adults on well-known topics, including their favorite topics, including their favorite activities at home or school.

Students will comprehend brief notes on familiar topics, including daily activities at home or school.

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.

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

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

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.

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

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.

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

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.

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).

Information and Technology Standards (to be added)

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?

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?
- 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?
- How do I talk about my school and teachers with others?
- What are schools like in many Spanish-speaking countries?
- 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?
- 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?
- What are –AR verbs and how are they used?
- How and when do I use the verb IR in the present tense?
- 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?
- 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?

UNITS of STUDY

Unit 1: Preliminary Unit

World Language 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.

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?

Core Topics

Language Structures

- Greetings and farewells
- Dates
- Time
- Expressions of courtesy/politeness
- Weather
- Seasons
- Numbers 1 to 60.

Culture

- Monetary systems

- Use of the 24 hour clock
- Hispanic celebrations in the US.

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.

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.

Sample Assessment

Weather Report

Pacing

3 weeks

Unit 2: Friends and Students

World Language 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.

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 do I use the verb SER in the present tense?
- How do I describe myself and other students?
- How do I talk about my school and teachers with others?
- What are schools like in many Spanish-speaking countries?

Core Topics

Vocabulary

- Adjectives of description
- School-related words

Grammar

- Singular and plural forms of definite and indefinite articles
- Adjective agreement

- Singular and plural forms of nouns
- Subject pronouns
- The verb SER in the present tense

Culture

- Schools in Spanish-speaking countries

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.

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 tense.
- describe themselves and others.
- identify vocabulary related to school.
- create a graphic organizer showing similarities and differences between American and Spanish-speaking schools.

Sample Assessments

- Magazine Subscriptions
- Famous Hispanics presentation

Pacing

7 weeks

Unit 3: Family and House

World Language 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.

Students will 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.

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?
- 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?

Core Topics

Vocabulary

- Family members
- House

- Family celebrations
- Numbers 31-100

Grammar

- The verb TENER in the present tense
- Possessive adjectives
- Idiomatic expression TENER ____ años for age

Culture

- Use of tú vs. usted
- Different types of housing in some Hispanic countries

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.

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 in Hispanic countries.
- recognize the numbers 31-100.
- express their ages and find out someone else's age.

Sample Assessments

- Family Celebration Scene
- Let's Write a Letter

Pacing

7 weeks

Unit 4: At home and in class

World Language 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.

Students will comprehend short conversations among peers and familiar adults on well-known topics, including their favorite topics, including their favorite activities at home or school.

Students will 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).

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?
- 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?

Core Topics

Vocabulary

- Home activities
- School activities
- Party activities

Grammar

- –AR verbs in the present tense
- The verb IR in the present tense
- The verb DAR in the present tense
- The verb ESTAR in the present tense
- Contraction AL

Culture

- Differences between schools in the US and Hispanic countries

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.

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 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.

Sample Assessment

Venn Diagram

Pacing

7 weeks

Unit 5: Shopping

World Language 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.

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 similarities, differences and interactions across languages?

Focus Questions

- 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?

Core Topics

Vocabulary

- Colors
- Clothing
- School Supplies
- Numbers 100-10,000

Grammar

- The verb IR A + infinitive
- The verb tener que + infinitive
- The contraction del

Culture

- Clothing styles in Hispanic countries

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.

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.
- 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.

Sample Assessment

Back to School Skit

Pacing

7 weeks