



PISCATAWAY TOWNSHIP SCHOOLS

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Spanish 6

Content Area: World Language

Grade Span: 6

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COURSE OVERVIEW

Description		
<p>All students will be able to use a world language in addition to English 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. This course is taught at a Novice-Mid level in which students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.</p>		
Goals		
<p>Interpretive Mode: Novice-Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Interpersonal Mode: Novice-Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.</p> <p>Presentational Mode: Novice-Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.</p> <p>Intercultural Statements:</p> <ul style="list-style-type: none"> • Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture. • Learners recognize and identify a few typical practices of the target culture. 		
Scope and Sequence		
Unit	Topic	Length
Unit 1	All Around Me	10 Days
Unit 2	Likes and Dislikes	35 Days
Unit 3	Describing Myself and Others	30 Days
Unit 4	A Typical Day at School	15 Days
Resources		
<p>Core Text: Readlidades</p>		

UNIT 1: All Around Me

Summary and Rationale	
<p>This unit’s focus is on establishing a baseline for language learning to take place. Included in this is an appreciation for the benefits of learning a second language, such as an understanding of culture, travel, and interactions in local and global communities. Students will develop an understanding of where Spanish is spoken globally. Students will also reinforce some introductory content from previous learning such as interrogative words, alphabet and vowel sounds, and some common cognates in the target language.</p>	
Recommended Pacing	
10 days.	
State Standards	
<p>Interpretive Mode: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
<p>Interpersonal Mode: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one’s own region using memorized and practiced words, phrases, and simple, formulaic sentences.
<p>Presentational Mode: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	

7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

Instructional Focus

Unit Enduring Understandings

- Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures and familiar expressions.
- When I take a risk and stretch my use of vocabulary and idiomatic expressions, my exchanges with native speakers become richer.

Unit Essential Questions

- How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic?
- How does what I know about the target culture help me understand what I hear and read from native speakers and writers?
- How does the history of Spanish-speaking countries connect to my history?

Objectives

Students will know:

- Language learning strategies such as using body language, cognates, visual aids, familiar words to gain meaning.
- Where Spanish is spoken.
- The benefits to learning another language: Understanding culture, improving their language skills in the first language, career opportunities, enjoying Spanish experiences such as traveling abroad and in their community, school.
- Alphabet vowels sounds
- Interrogativos (Qué, Cómo, Cuál)
- The weather patterns and season in the Northern and Southern Hemispheres

Students will be able to:

- Identify areas of the Spanish-Speaking world and their flags.
- Identify and use cognates to gain meaning.
- compare and contrast cultural products, practices, and perspectives.
- Introduce themselves and share basic conversational information.
- Create a bilingual/cognate dictionary, flip book or padlet.
- Utilize technology to exchange basic information. (Flipgrid introduction videos, edpuzzle, padlet)
- Prepare a weekly weather report for a Spanish-speaking country and city of their choice.

Resources

Core Text: Realidades A – “Para Empezar”

UNIT 2: Likes and Dislikes

Summary and Rationale	
<p>In this unit, students develop their use and application of verbs in the infinitive form. Student application centers around vocabulary related to leisure activities, seasons, and weather conditions in order to describe their personal likes and dislikes. Students practice with the verb gustar to build these statements.</p>	
Recommended Pacing	
35 days	
State Standards	
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Instructional Focus

Unit Enduring Understandings

- Different Cultural activities widens the lens to richer understanding of the world.
- Music and art reflect the everyday activities and personalities of its people.

Unit Essential Questions

- How do activities in the U.S. compare or differ from those in Spanish-speaking countries?
- How does the music reflect the Spanish-speaking culture?

Objectives

Students will know:

- Infinitive form of verbs
- Leisure activities in target language
- Seasons, weather conditions, date, and months.
- Negatives statements
- The singular forms of the verb gustar (me gusta, te gusta, le gusta)

Students will be able to:

- Talk about activities that they like and dislike
- Discuss activities and the seasons.
- Infer weather conditions and the activities they do them in (i.e En el verano me gusta nadar, Cuando hace frío me gusta ver la tele)
- Ask others what they like to do
- Express agreement and disagreement
- Understand cultural perspectives on favorite activities
- Recognize art, music, and dance from Spanish-speaking countries

Resources

Core Text: Realidades A – “1A”

UNIT 3: Describing Myself and Others

Summary and Rationale	
<p>In this unit, students develop the vocabulary needed for application in conversation relative to personality traits. Students apply this vocabulary through use of the verb ser, while also focusing on correct gender agreement of nouns and adjectives. Students are also expected to understand the proper placement of adjectives within sentences in the target language.</p>	
Recommended Pacing	
30 days	
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Instructional Focus

Unit Enduring Understandings

- Cultures views of friendship “amigo” versus “conocido”.
- Learning another language opens a door to understanding other cultures and their people.

Unit Essential Questions

- How is friendship viewed across different cultures?
- What qualities make a good friend?
- Why is it important to learn another language besides English?

Objectives

Students will know:

- Personality traits
- The singular forms of the verb ser...soy, eres, es
- Gender of nouns and adjectives (definite and indefinite articles)
- Word order: Placement of adjectives.

Students will be able to:

- Talk about personality traits
- Ask and tell what people are like
- Compare cultural perspectives on friendship.
- Describe themselves and others (HHM- prepare a presentation of a hispanic achiever or their favorite person).
- Write a letter to a pen pal

Resources

Core Text: Realidades A/B – “1B”

UNIT 4: A Typical School Day

Summary and Rationale	
In this unit, students use the framework of a day at school to develop an understanding of vocabulary related to ordinal numbers. Students also are expected to develop an understanding of subject pronouns, as well as interrogative words. Students focus on verbs with -ar endings in the present tense as well.	
Recommended Pacing	
15 days	
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Instructional Focus

Unit Enduring Understandings

- Cultures structure schools and school life differently.
- Schedules and time are interpreted differently across cultures.

Unit Essential Questions

- Why do so many people learn another language?
- How will learning another language enhance my life?
- What would it be like to go to school in Mexico?

Objectives

Students will know:

- Ordinal numbers
- Subject Pronouns
- Ar-verb endings in the present tense
- Fernando Botero, Pablo Picasso and other Spanish-speaking artists
- Interrogatives (Quién, Cuándo, Qué, Cómo, Cuántos)

Students will be able to:

- Talk about homework, classes, people and schedules at school
- Research a Hispanic achiever and describe their achiever to a classmate
- Tell time
- Prepare their schedule and discuss it in a groups or to a classmate.
- Compare and contrast their schedule with a schedule from a Spanish-speaking country
- Talk about school items
- Talk about preference in school subjects
- Read, listen, and explain information about the school day
- Read brochure about a school in Costa Rica

Resources

Core Text: Realidades A – “2A”