6th Grade Spanish Curriculum

Mendham Township Middle School

Unit 1 – Bienvenidos al Español!

Summary: In Unit 1 the students will review greetings and farewells, days of the week, months of the year, weather, seasons, express simple courtesies, and the numbers from 1-100. They will also be introduced to telling time, and different monetary systems used in various Spanish speaking countries. They will use adjectives for describing people's characteristics and where they are from.

The students will identify with popular cultural holidays as they arise in certain Spanish speaking countries through various interactive activities.

Outcomes Unit 1

- Students will be able to recite the Spanish alphabet and will be able to recite the numbers 1-100.
- Students will be able to greet and introduce themselves and friends to others using short sentences, learned words and phrases.
- Students will be able to respond to basic questions about the weather, the days of the week, the months and the seasons of the year.
- Students will be able to and write simple sentences or short phrases about the various aspects of the calendar.
- Students will be able to tell time in Spanish and understand the 24 hour clock.
- Students will be able to recognize the differences in currency used in various Spanish speaking countries.
- Students will be able to describe a person based on physical and emotional characteristics.
- Students will be able to ask and answer questions based on origin.

Summative Assessment

New Jersey Standards for the Novice-High level

1. Interpretive mode-

- Using electronic information / culturally authentic, recognize familiar words / phrases / main ideas – spoken or written. **7.1.A.1**

- Demonstrate comprehension of simple oral directions, commands and requests through appropriate physical response. **7.1.A.2.**
- Recognize common gestures, intonation, and other visual or auditory cues of the target culture. **7.1.A.3.**
- Identify familiar people, places and objects based on oral and /or simple written descriptions. **7.1.A.4.**
- Comprehend short conversations and brief written messages on familiar topics **7.1.A.5.**
- Connect the learning of the target language to information studied in other core content areas **7.1.A.7.**
- Grade level appropriate math concepts (e.g., use of numbers to count) **7.1.A.7.**
- Identify aspects of culture presented in photographs, plays, or films. **7.1.A.4.**
- Compare daily practices of people in the target culture(s) with their own. **7.1.A2.**

2. Interpersonal mode-

- Use digital tools to exchange basic information on topics related to self and targeted themes. **7.1.B.1**
- Give and follow a series of oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities. **7.1.B.2.**
- Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions. **7.1.B.3.**
- Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.. **7.1.B.4.**

3. Presentational Mode-

- Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role plays, using familiar vocabulary in a guided format. **7.1.C.2.**
- Describe in writing using a guided format people and things from the home/school environment. **7.1.C.3.**
- Tell or retell stories using a guided format from age appropriate, culturally authentic selections orally or in writing. **7.1.C.4.**
- Tell or write about products of the target culture and simulate common cultural practices. **7.1. C.5.**

Unit 2 Escuela y La Familia y La Casa

Summary: Unit 2 introduces the students to the school, family and home. The verbs tener and ser will be used in describing these aspects of life. Students will be able to describe family members using vocabulary and possessive adjectives. Students will tell what subjects they take in school and express some opinions about them. Students will describe their home and tell what they and others have.

Outcomes Unit 2:

- Students will be able to describe the rooms in different types of homes and compare them to their own.
- Students will be able to name and identify immediate as well as extended family members using vocabulary and possessive adjectives.
- Students will be able to compare and contrast their family customs with to those of a Spanish speaking household.
- Students will be able to discuss some differences between schools in the United States and schools in Spanish speaking countries.

Summative Assessment

New Jersey Standards for the Novice-High level

1. Interpretive mode-

- Using electronic information / culturally authentic, recognize familiar words / phrases / main ideas – spoken or written. **7.1.A.1**
- Demonstrate comprehension of simple oral directions, commands and requests through appropriate physical response. **7.1.A.2.**
- Recognize common gestures, intonation, and other visual or auditory cues of the target culture. **7.1.A.3.**
- Identify familiar people, places and objects based on oral and /or simple written descriptions. **7.1.A.4.**
- Comprehend short conversations and brief written messages on familiar topics. **7.1.A.5.**

- Connect the learning of the target language to information studied in other core content areas. **7.1.A.7.**
- Compare daily practices of people in the target culture(s) with their own. **7.1.A.3.**
- Identify aspects of culture presented in photographs, plays, or films. **7.1.A.4.**
- Demonstrate comprehension of the main idea, and identify the principal characters in readings from age appropriate, culturally authentic selections. **7.1.A.2**

2. Interpersonal mode-

- Use digital tools to exchange basic information on topics related to self and targeted themes. **7.1.B.1**
- Give and follow a series of oral directions, commands, and requests for participating in age appropriate classroom and cultural activities. **7.1.B.2.**
- Imitate appropriate gestures and intonation and common idiomatic expressions of the target culture during daily interactions. **7.1.B.3.**
- Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences. **7.1.B.4.**

3. Presentational Mode-

- Create a multi-media-rich presentation using basic target language words and sentences. (shared virtually) **7.1.C.1.**
- Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role plays, using familiar vocabulary in a guided format. **7.1.C.2.**
- Describe in writing using a guided format people and things from the home/school environment. **7.1.C.3.**
- Tell or retell stories using a guided format from age appropriate, culturally authentic selections orally or in writing. **7.1.C.4.**
- Tell or write about products of the target culture and simulate common cultural practices. **7.1. C.5.**
- Compare and contrast similarities and differences between tangible products of the target culture(s) and their own. **7.2.C.2**
- Describe and reproduce expressive products of the target culture(s). **7.2.C.3**
- Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S. **7.2.C.4**

Unit 3 Actividades y Lugares, Números, y La Tecnología

Summary: Unit 3 introduces various school activities, technology in school, places to go and numbers from 100-1,000 (finances for budgeting and using a checkbook e.g. bank terminology). Students will discuss their daily activities including the use of the computer and the internet. They will describe places they visit and continue with learning new number vocabulary. A review of clothing and colors with some new vocabulary will also be included with comparison to the clothing preferences in Spanish speaking countries. The students will also learn aspects of the Spanish culture through the study of art terminology and the artist Diego Velazquez.

Outcomes Unit 3

- Students will be able to count to 1,000.
- Students will be able to form the conjugations of regular –ar verbs and irregular verbs ir, dar, and estar and be able to apply their uses.
- Students will be able to familiarize themselves with computer jargon in Spanish.
- Students will be able to use the verbs ir and tener to describe what they are going to do and what they have to do.
- Students will be able to identify the articles of clothing and use it in conversation about shopping with the verb comprar.
- Students will be able to compare and contrast the clothing that youth in Spanish speaking countries wear compared to the United States.
- Students will be able to correctly identify colors with the correct use of the noun that modifies it.
- Students will be able to correctly use al and del when talking about what belongs to them and to others
- Students will be able to identify the artwork of Diego Velazquez and how it relates to Spanish history.

Summative Assessment

New Jersey Standards for the Novice-High level

Interpretive Mode

- Using electronic information / culturally authentic, recognize familiar words / phrases / main ideas – spoken or written. **7.1.A.1**
- Demonstrate comprehension of simple, oral directions, commands, and requests through appropriate physical response. **7.1.A.2.**
- Recognize common gestures, intonation, and other visual or auditory cues of the target culture. **7.1.A.3.**
- Identify familiar people, places, and objects based on oral and/or simple written descriptions: **7.1.A.4.**
- Comprehend brief oral exchanges on familiar topics: Grade level appropriate science topics (e.g., weather and seasons) **7.1.A.5.**
- Connect the learning of the target language to information studied in other core content areas:· Grade level appropriate mathematics concepts (e.g., use of numbers to count, measure, label, or locate) **7.1.A.7.**
- Compare daily practices of people in the target culture(s) with their own. **7.1.A.2.**
- Identify aspects of culture presented in photographs, plays, or films. **7.1.A.4.**

2. Interpersonal Mode

- Use digital tools to exchange basic information on topics related to self and targeted themes. **7.1.B.1**
- Give and follow simple oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities. **7.1.B.2.**

- Imitate appropriate gestures and intonation and common idiomatic expressions of the target culture during daily interactions. **7.1.B.3.**
- Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences. **7.1.B.4.**
- Participate in a variety of oral and/or written activities after listening to and/or reading age appropriate, culturally authentic selections. **7.1.B.5.**
- Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas. **7.1.B.4**

3. Presentational Mode

- Create a multi-media-rich presentation using basic target language words and sentences. (shared virtually) **7.1.C.1.**
- Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role plays, using familiar vocabulary in a guided format. **7.1.C.2.**
- Describe in writing using a guided format people and things from the home/school environment. **7.1.C.3.**
- Tell or retell stories using a guided format from age appropriate, culturally authentic selections orally or in writing. **7.1.C.4.**
- Tell or write about products of the target culture and simulate common cultural practices. **7.1. C.5.**
- Compare and contrast similarities and differences between tangible products of the target culture(s) and their own. **7.1.C.2**
- Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S. **7.1.C.4**

Unit 4 En el Café, en el Mercado, y Los Deportes

Summary: Unit 4 will introduce students to the study of the foods as it relates to the Spanish and Mexican Cultures. They will explore shopping for food, ordering food, and identify some new foods. They will learn to conjugate regular –er and –ir verbs. They will learn about sports in the Hispanic world. They will learn how to use stem-changing verbs to describe daily activities. Students will learn the verb gustar.

Outcomes Unit 4

- Students will be able to identify foods found in the Spanish speaking world
- Students will be able to describe foods that are found in a grocery store.
- Students will be able to name various food items and describe them using short phrases and sentences.
- Students will be able to show understanding of ordering from a menu through the use of role play.
- Students will be able to conjugate and apply uses of –er and –ir verbs.
- Students will be able to express likes and dislikes through the use of the verb gustar.
- Students will be able to talk about the different sports that are played around the world
- Students will be able to conjugate and apply uses of stem-changing verbs
- Students will learn about famous sports people in the Spanish speaking world.

Summative Assessment

New Jersey Standards for the Novice-High level

1. Interpretive mode-

- Using electronic information / culturally authentic, recognize familiar words / phrases / main ideas – spoken or written. **7.1.A.1**

- Compare daily practices of people in the target culture(s) with their own. **7.1.A.2.**
- Identify aspects of culture presented in photographs, plays, or films. **7.1.A.4**
- Identify common tangible and intangible cultural products of the target culture(s). **7.1.A.5**

2. Interpersonal mode-

- Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and common social situations. **7.1.B.2.**
- Participate in a variety of oral and/or written activities after listening to and/or reading age appropriate, culturally authentic selections. **7.1.B.3.**

3. Presentational Mode-

- Create a multi-media-rich presentation using basic target language words and sentences. (shared virtually) **7.1.C.1**
- Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role plays, using familiar vocabulary in a guided format. **7.1.C.2.**
- Describe in writing using a guided format people and things from the home/school environment. **7.1.C.3.**
- Tell or retell stories using a guided format from age appropriate, culturally authentic selections orally or in writing. **7.1.C.5.**
- Tell or write about products of the target culture and simulate common cultural practices. **7.1. C.5.**
- Compare and contrast similarities and differences between tangible products of the target culture(s) and their own. **7.1.C.2**
- Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S. **7.1.C.4**

Aligned to NJCCCS 2014