

Spanish
Grade
6A

June

2015

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The sixth A grade Spanish course is a communicative based course that was developed by the Fair Lawn World Language Department and aligned to the New Jersey World Language CCCS Standard 7.1.

**Fair Lawn
Public Schools**

Fair Lawn, NJ
Fair Lawn School District

Committee Credits
Grade 6A World Language Team

Giselle Aguila

Aura Gueche

Jamie Reedy

Liliana Lopez, Supervisor

Spanish 6A

I. Course Synopsis

The Spanish 6A curriculum involves placing the students in meaningful, realistic situations where they must use their language skills for authentic communication purposes. All aspects of language acquisition are stressed including written, oral, reading and auditory skills. Students are given the opportunity to take risks in the target language in simulated, yet practical situations. Cultural practices and products from people of different parts of the target-speaking world are incorporated routinely so that students may develop a sense of cultural plurality and thereby prepare themselves to become citizens of a global society.

II. Philosophy & Rationale

A. Modes of Communication:

The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and National Standards is to recognize three communicative modes that place primary emphasis on the context and purpose of communication. The three modes are:

The interpretive mode: Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of one way reading or listening includes but are not limited to the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to listen “between the lines.”

The interpersonal mode: Students engage in direct oral and/or written communication. Examples involving two way interactive communication are conversing face-to-face or exchanging personal letters or email messages.

The presentational mode: Students present through oral and/or written communications information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this “one to many” mode of communication are making a presentation to a group or writing an article for the school newspaper.

B. “Can Do” statements

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:

- setting goals
- selecting strategies
- self-assessing
- providing evidence
- reflecting before setting new goals

C. Proficiency vs. Performance

The American Council of Teachers of Foreign Languages (ACTFL) advises us to measure students' learning in terms of *proficiency* rather than performance. Language proficiency refers to a student's ability to communicate spontaneously in a language in a non-rehearsed context. It also refers to the degree of skill with which a student uses culturally appropriate language to read, write, listen and interpret the target language in real-world scenarios. ACTFL has identified eleven different levels of language proficiency.

D. Integrated Performance Assessment

The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational. The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom. Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. They are standards-based, performance-based, developmental in nature, and integrative. IPAs are designed to be used with scoring rubrics to show expectations.

III. Scope & Sequence

There are four thematic units (Units 1-4); the goal is to study each unit within one marking period. Vocabulary, Language Functions, and Culture are embedded in each unit.

Unit 1: Greetings and Classroom Objects (8-10 weeks):
How do I get familiar with my peers and a new environment?

Unit 2: Calendar and Weather (8-10 weeks)
What is the weather like during different holidays?

Unit 3: My Home and Family (8-10 weeks):
How does my home and family make me unique?

Unit 4: Geography (8-10 weeks):
How does geography enrich my concept of the world?

IV. Unit Descriptions

Unit 1: Greetings and Classroom Objects

Enduring Understanding:

As social beings we all communicate in various verbal and non-verbal forms; language enriches and extends our ability to appropriately interact with others in the target language. Additionally, learning about classroom objects and comprehending basic commands as a practical way of communicating between the teacher and student will be gained by the learner.

Essential Questions:

1. What are the useful expressions and vocabulary in a school setting?
2. When is it appropriate and how do you express courtesy to a Spanish speaking person?

Can Do Statements:

- I can greet my friends.
- I can greet my peers.
- I can greet my elders.
- I can ask for peoples names.
- I can ask questions about your well being.
- I can respond to questions about my well being.
- I can ask others what language they speak.
- I can use the verb *estar* appropriately.
- I can use the interrogative word “¿Cómo?” appropriately.

Language Functions:

- greetings
- expressions
- departure and of courtesy
- the verb *estar*
- interrogative ¿Cómo?, ¿Quién?
- classroom objects

- commands
- singular and plural forms
- connecting words *a* and *y*

Benchmark Assessments/Suggested Activities

- Use SymTalk cards to meet and greet
- Quiz on classroom objects
- Quiz on greetings formal/informal
- dialogue introduce yourselves and others
- daily classroom greetings
- create and design a passport
- Oral: respond to a variety of greetings
- Presentations: Present yourself to the class
- Distinguish between a courtesy and a greeting expression
- Classroom object Bingo
- “Simón Dice”
- What is in my backpack?
- Quia.com
- Scavenger Hunt
- Charades
- Pictionary

Unit 2: Calendar and Weather

Enduring Understanding:

Weather affects how people live in the world. Weather conditions around the world affect what we do, where we go, how our body feels, and what we wear. The calendar and the seasons help people determine what type of activities they do and when and how they celebrate holidays throughout the year.

Essential Questions:

1. How does weather influence our everyday life and around the world?
2. What are important dates in the Hispanic culture and to me?

Can Do Statements:

- I can state the weather in Spanish.
- I can associate types of clothing with weather.
- I can associate the weather with the seasons.
- I can state the date.
- I can correlate the dates with various holidays.
- I can state my birthday.
- I can ask the question: ¿Cuándo es tu cumpleaños?
- I can state my classmate's birthday.

Language Functions:

- weather expressions
- months and seasons
- the verb *hacer*
- days of the week
- numbers
- interrogative word: ¿Cuándo?
- the verb *ser*

Benchmark Assessments:

- Poster: weather in the Spanish speaking countries
- Quiz on the weather
- Quiz on numbers 1-30
- Quiz on the months and days
- Daily Question: ¿Qué tiempo hace hoy?
- Set the Scene
- YouTube song: ¿Qué tiempo hace hoy?
- SymTalk cards
- Skit: Weather Report
- Bingo
- Match picture to the correct weather
- Quia.com
- Charades

- Project: Create a Calendar
- Daily review of the date
- Survey: When is your birthday?
- Create a bar graph
- Human number line
- Flyswatter game with the months
- Create a birthday line

Unit 3: My Home and Family (8-10 weeks):

Enduring Understanding:

Families make up small units of a larger society and share common traits from one society to another. The definition of family and home varies from culture to culture.

Essential Questions:

1. How does the composition of an American family differ from that of a Hispanic family?
2. How does my family make me unique?
3. How do homes in Spanish speaking countries compare to homes in the United States?
4. What does your ideal home look like?

Can Do Statements:

- I can talk about family structure.
- I can compare the differences between family make ups.
- I can state my family members in the target language.
- I can describe my family and pets.
- I can identify rooms in the house.
- I can describe my house.
- I can recognize different dwellings in the target language.
- I can compare and contrast different dwellings in the target language.

Language Functions:

- family members
- interrogatives: ¿Quién? Quiénes?
- pets
- the verb *tener*
- rooms in the house
- different dwellings
- connecting words: *con, en*

Benchmark Assessments/Suggested Activities:

- Draw a floor plan of their home
- Quiz on the family
- Quiz on the types of dwellings
- Quiz on the rooms in the house

- True False activity: identify rooms in the house
- House Hunters International
- Venn Diagram comparing houses in the USA to that of the target culture
- YouTube videos
- Quia.com
- Listening: Identify different dwellings
- Project: Design and present your dream house
- Pictionary quiz
- Guess who
- Project: Create family tree
- Oral: Presentation of individual family members
- Create and play family bingo
- YouTube video: La Familia Grande
- SmartBoard interactive games
- PowerPoint game identifying family members

Unit 4: Geography

Enduring Understanding:

We are members of a global community in which over 20 countries speak Spanish. Having a geographical understanding of the Spanish speaking world and how culture, geography and language are interdependent will promote recognition of cultural differences.

Essential Questions:

1. In what countries is Spanish being spoken?
2. How do customs in Spanish speaking countries differ from customs in the United States?

Can-Do Statements:

- I can identify Spanish speaking countries.
- I can locate Spanish speaking countries on a map.
- I can compare and contrast lifestyles in the Spanish speaking world.
- I can read a map.
- I can appreciate how geography influences lifestyles.

Language Functions:

- continents
- countries
- cities
- the verb: *vivir*
- interrogative: ¿Dónde?

Benchmark Assessments/Suggested Activities:

- map reading
- play “Where in the World is Carmen San Diego?”
- Recreate a flag for a Hispanic country
- Quiz on Spanish speaking countries
- Country word search
- Project: Investigate and discuss a Hispanic country
- Create a travel passport
- Create a suitcase
- YouTube video: Central and South America song
- Zaption

V. Core Instructional Materials:

Suggested materials that teachers use are, but are not limited to:

- authentic readings found online
- authentic readings found in newspapers, magazines
- culturally/linguistically appropriate videos found on websites such as www.youtube.com, www.teachertube.com, www.senorwooly.com, <https://www.youtube.com/user/papitus>
- online game resources found on websites such as www.quia.com, www.quizlet.com, www.spanishspanish.com
- Our WL teacher website
- Realidades (Textbook)
- Ven Conmigo (Textbook)

VI. Assessments

Formative Assessments

- Vocabulary Practice
- Exit Tickets
- Think, Pair, Share
- Speaking Practice
- Inside / Outside circle
- Deductive Reasoning Reading
- Anecdotal Notes on Partner, Small-Group, and Whole-Group Discussion
- Socratic Class Discussion / Lecture Notes / Participation
- Rough Drafts

Summative Assessments

- Vocabulary Quizzes
- Integrated Performance Assessments
- Recorded Speaking
- Skit / Dialogue
- Presentational writing
- Projects
- Presentations

VII. Suggested Modifications and Accommodations for Special Education, ELL, At-Risk, and Gifted Students

| <u>Accommodations</u> | | | |
|---|--|---|---|
| <u>Preferential seating</u> | <u>Repeating/ simplifying of directions</u> | <u>Ample use of visuals</u> | <u>Use of manipulatives</u> |
| <u>Strategic/flexible grouping and pairing</u> | <u>Clear visual, verbal and demonstrative modeling</u> | <u>Kinesthetic activities</u> <u>Rhythm, music, body movements</u> | <u>Use of graphic organizers</u> |
| <u>Ample wait time before calling on students</u> | <u>Think/Pair/Share</u> | <u>Teach vocab in context, and in small chunks</u> | <u>Frequent repetition</u> |
| <u>Student self-assessment, self-monitoring of progress</u> | <u>Have students set personal growth goals</u> | <u>Break down assignments into manageable parts/tasks</u> | <u>Learning centers or stations that address varied activities, skills, learning modalities</u> |
| <u>Speaking</u> <i>Provide:</i> <u>sentence starters</u> <u>processing time</u> <u>cues and prompts</u> <u>embedded choices</u> <u>practice time</u> | <u>Groups/Pairs</u> <i>Teach:</i> <u>rules and expectations</u> <u>skills of independence – bridging phrases.</u> <u>disagreeing agreeably.</u> <u>voice level</u> | <u>Reading</u> <i>Use:</i> <u>peer tutoring</u> <u>label main ideas</u> <u>label 5 W's</u> <u>visual imagery</u> <u>graphic organizers</u> | <u>Writing</u> <u>Shorten task</u> <u>Require lists rather than sentences</u> <i>Allow:</i> <u>note-taking</u> |

| | | | |
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| | <u>strategies for moving in and out of groups</u> <u>signal for getting teacher's attention</u> <i>Allow:</i> <u>Flexible grouping</u> <u>Adequate/extra time</u> <u>Assign group roles</u> | <i>Allow:</i> <u>Highlighting of key words/concepts</u> <u>Silent pre-reading</u> <u>Partner reading</u> <i>Teach:</i> <u>Pre-reading strategies</u> <u>'During' reading strategies</u> <u>Post-reading strategies</u> | <u>visual representation of ideas</u> <u>collaborative writing</u> <u>Brainstorm word bank</u> <u>Pre-writing with graphic organizers</u> <i>Provide:</i> <u>Model of writing</u> <u>Structure for writing</u> <u>Fill-in-blank form for note-taking</u> |
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VIII. New Jersey Core Curriculum Content Standards

- *Common Core Curriculum Standards* (<http://www.state.nj.us/education/cccs/2014/wl/WL-1-NM.pdf>)

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.
- 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
- 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).

- *Technology standards (<http://www.state.nj.us/education/cccs/2014/tech/>):*

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software

8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

- *Workplace readiness standards (<http://www.state.nj.us/education/cccs/1996/05ccwrready.html>):*

7.1.15 Explore employment opportunities where languages are advantageous.

7.2.13 Use technology to enhance language acquisition, and to acquire current cultural information, in order to develop more accurate impressions of the culture studied.

7.2.8 Examine interrelationships between the language and the culture of a given group of people, as evidenced in literary

works.

7.1.17 Communicate and interact in a limited range of task-oriented and social situations.

- *21st Century Content Standards* (<http://www.state.nj.us/education/cccs/standards/9/#91>):

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

VIII. Interdisciplinary Connections and Alignment to Technology standards

The following topics have connections to other content areas:

- Social Studies - Geography of Target Language Countries, Formation of surnames, Service Learning

6.1.8.B.1.b Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.

6.1.12.B.1.a Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.

6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

- Math - Metric system, Celsius / Fahrenheit, 12 hours / 24 hour clock

CCSS.MATH.CONTENT.3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs

CCSS.MATH.CONTENT.6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

- English - Central Idea/Summarizing, Transition words, Sequencing of events

CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Technology - *See above*
- 21st Century Life and Careers - *See above*