

Cedar Grove School District

Cedar Grove, NJ

2017 | **Grade 6**

Spanish

Revised 2017

Approved by the Cedar Grove Board of Education

Superintendent of Schools
Mr. Michael J. Fetherman

Board of Education

Mrs. Christine Dye, President
Mr. Frank Mandala, Vice-President
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Mr. David Schoner
Mr. Vincent Vollero

Spanish – Grade 6

Course Description

Grade 6 Spanish is a 90 day course designed to develop students' foreign language learning. This course focuses on listening, speaking, reading, and writing in the target language, along with cultural lessons and activities. Students will learn the basics of the language with vocabulary, pronunciation, grammar, and conversational aspects that are grade level appropriate. Some of the topics covered in this course include: talking about likes/dislikes, school subjects, foods and beverages, verb conjugations, plurals, and word order. At the completion of this course, students will have a better understanding of the Spanish language and the many cultures of Spanish-speakers.

This course is aligned to the *New Jersey Student Learning Standards for World Language* and the three modes of communication: **interpretive, interpersonal, and presentational**.

The Interpretive Mode

One-way communication using receptive skills of listening and reading, sometimes enhanced by viewing. The interpretive mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpretation differs from comprehension in that the former implies the ability to "read (or listen) between the lines." Since the interpretive mode does not allow for active negotiation between the reader and writer or the listener and the speaker, it commonly requires knowledge of culture from the outset. The more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretation of a written or spoken text. It must be noted, however, that cultural literacy and the ability to read or listen between the lines are developed over time and through exposure to the language and culture.

The Interpersonal Mode

Two-way communication between individuals using receptive skills (listening and reading, sometimes enhanced by viewing) and productive skills (speaking and writing, sometimes enhanced by showing). The interpersonal mode is characterized by active negotiation of meaning among individuals, either listeners and speakers, or readers and writers. Participants observe one another to see how well their meanings and intentions are being communicated and make adjustments and clarifications accordingly. As a result, there is a higher probability of ultimately achieving the goal of successful communication in this mode than in the other two modes. The interpersonal mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or of electronic mail (e-mail) messages.

The Presentational Mode

One-way communication using productive skills of speaking and writing, sometimes enhanced by showing: The presentational mode refers to the creation of formal messages to be interpreted by listeners or readers without opportunities for the active negotiation of meaning. Whereas the interpretive mode refers to the way written or spoken utterances are received and interpreted, the presentational mode describes how the creator of a written or spoken utterance orders the presentation of text to achieve the maximum comprehension by an audience. Examples include the writing of reports and articles or the presentation of speeches. These examples of "one-way" writing and speaking require a substantial knowledge of language and culture from the outset, since the goal is to make sure that the listening or reading audience will readily understand the messages conveyed.

Spanish – Grade 6

Course Calendar

Unit:	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun										
	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21																				
<u>Unit 1: Mis Amigos y Yo. La Escuela</u>	▶																				
<u>Unit 2: La Escuela cont'd. La Comida</u>	▶																				
	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21	22 23 24 25 26 27 28 29 30 31	32 33 34 35 36 37 38 39 40																		

**This curriculum was written in accordance with the
 2014 NEW JERSEY STUDENT LEARNING STANDARDS
 for
 WORLD LANGUAGES**

The standards can be viewed at: <http://www.state.nj.us/education/aps/cccs/wl/>



Unit 1: Mis Amigos y Yo, La Escuela

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: 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.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 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.

B. Interpersonal Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

- 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 topics or on topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

Enduring Understandings

- The students will understand that infinitives are the simplest form of a verb in Spanish.

Essential Questions

- How do we identify an infinitive?
- How can we tell if a noun is masculine or feminine?
- What is a subject pronoun?

- The students will understand that adjectives and articles must match the noun in gender and number.
- The students will understand the uses of subject pronouns in Spanish.
- The students will understand that there are 6 conjugations for present tense -ar verbs.

- What are the present tense conjugations for the regular -ar verbs?

Content

- Infinitives
- Likes and dislikes
- Activities
- Adjectives and articles
- Subject pronouns
- School day vocabulary
- Present tense of -ar verb conjugations

Skills

Students will be able to...

- identify infinitives based on their endings
- write out sentences saying what people like and don't like to do
- match adjectives and articles with corresponding nouns
- use subject pronouns correctly in Spanish
- talk about their classes
- conjugate the present tense of regular -ar verbs in the target language

Stage 2: Assessment Evidence

Assessments

Teacher Observation

Formative: Other oral assessments

Students will work in groups to ask and answer questions in the target language.

Vocabulary Quizzes

Formative: Written Test

Students will complete quizzes to show understanding of learned vocabulary.

Chapter Tests

Summative: Written Test

Students will complete a chapter test that covers all learned material.

Stage 3: Learning Plan

Learning Activities

Suggested Activities:

- Written assignments
- Oral questions and responses
- Group work
- Chapter Projects
- guided practice worksheets
- online text practice activities
- fill out conjugation charts
- Students may create a class schedule in Spanish, describing all of their classes.

Resources

Suggested Resources:

Textbook:

- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
- *Realidades*, - Video/Audio/Writing workbook, Pearson Prentice Hall, 2008
- *Realidades* DVD Program
- Teacher's Resource Book (Para empezar-Tema 4), 2008
- *Realidades*, Assessment Program, Pearson Prentice Hall, 2008
- *Realidades*, TPR Stories, Pearson Prentice Hall, 2008
- *Realidades*, Guided Practice Activities Teacher's Guide, Pearson Prentice Hall, 2008
- *Realidades*, Audio Program, Pearson Prentice Hall, 2008

- *Realidades*, PresentationEXPRESS CD-ROM, Pearson Prentice Hall, 2008
- *Realidades*, TeacherEXPRESS CD-ROM, Pearson Prentice Hall, 2008
- *Realidades*, Guided Practice Audio CD, Pearson Prentice Hall, 2008

Additional:

- The Complete Spanish Teacher's Handbook

Websites:

-  <http://www.pearsonsuccessnet.com>
-  <http://www.phschool.com>
-  <http://www.bbc.co.uk>
-  <http://www.youtube.com>



Unit 2: La Escuela cont'd, La Comida

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: 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.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 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.

B. Interpersonal Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

- 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 topics or on topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Enduring Understandings

- Students will be able to understand that there are many ways to say "to be" in Spanish.

Essential Questions

- What are the conjugations for "estar"?
- What are the conjugations for "ser"?

- Students will be able to understand that nouns, adjectives, and articles have plural forms.
- Students will be able to understand that there are different conjugations for *-er* and *-ir* verbs.
- Students will be able to understand cultural perspectives on school and foods, as well as facts about Central and South America.

- What are the plural forms of definite and indefinite articles?
- What are the conjugations for *-er* and *-ir* verbs?
- What Spanish speaking countries make up Central America?

Content

- Vocabulary used to describe a classroom
- The verb "*estar*" (to be) and its conjugations
- Plurals of nouns, articles, and adjectives
- The verb "*ser*" (to be)
- Vocabulary for foods and beverages
- Present tense of *-er* and *-ir* verbs
- *Me gustan, me encantan* (like/love plural)
- Cultural perspectives on school and food

Skills

Students will be able to...

- differentiate between "*ser*" and "*estar*"
- convert articles, nouns, and adjectives from singular to plural
- conjugate *-er* and *-ir* verbs in order to use them properly
- describe a classroom
- talk about foods and beverages that they like/dislike
- discuss differences in cultures

Stage 2: Assessment Evidence

Assessments

Teacher Observation

Formative: Other oral assessments

Teacher will observe as students work in groups and discuss different aspects of Hispanic culture.

Vocabulary Quizzes

Formative: Written Test

Students will complete quizzes to show an understanding of vocabulary learned.

Chapter Tests

Summative: Written Test

Students will complete chapter tests that cover all learned material.

Stage 3: Learning Plan

Learning Activities

Suggested Activities:

- Written assignments
- Oral questions and responses
- Group work
- Chapter projects
- Guided practice worksheets
- Group discussion
- Online textbook activities
- Students may create a classroom, labeling the items in the target language
- Students can research recipes and present information in the target language

Resources

Suggested Resources:

Textbook:

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