

Sayreville Public Schools  
6<sup>th</sup> Grade Spanish

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Required

Sayreville Middle School

Quarterly

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### Statement of Purpose

**Summary of the Course:** The 6<sup>th</sup> Grade World Language program is designed to expose students to the Spanish Language and Culture. In order to encourage and develop the student's ability to communicate in a low-stress environment; the program begins slowly so that those students who have never had a formal education in Spanish can feel confident in participating. For those students that already have had Spanish, this introductory period will serve as a review while at the same time introducing new terms and expressions. The expectation is that the student will be able to communicate in the three modes of communication: Interpretive, Interpersonal, and Presentational at the *Novice-Mid Level*. They will also develop an understanding and appreciation for the different cultures in Spanish speaking countries.

In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

- The use of various formative assessments are encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.
- Homework, when assigned should be relevant and reflective of the current teaching taking place in the classroom.
- Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put in in terms that are relevant to them.
- Instruction should be differentiated to allow students the best opportunity to learn.
- Assessments should be varied and assess topics of instruction delivered in class.
- Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).

## Unit 1: All About Me

**Summary of the Unit:** Students use the target language in the three modes of communication to explore physical characteristics and personality qualities and examine what they share in common with members of the target culture. They understand that their experiences help shape their personal identity. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

**Interpretive:** They interpret authentic written and/or video/audio texts such as blogs, online biographies, social network sites, stories, and short clips from movies and television that focus on first introductions and personal information.

**Interpersonal:** They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self.

**Presentational:** They use lists, chunks of language, and memorized phrases to introduce themselves and describe themselves or others while using culturally appropriate gestures and intonations.

### Enduring Understanding:

Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

The purpose of language study is to communicate so I can understand others and they can understand me.

### Essential Questions:

How does one give general information about oneself in Spanish?

How do I interpret information in Spanish?

### Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

**Teacher's Note:** The teacher supplies an e-mail written by a Spanish-speaking keypal in which the keypal, Mario, describes his favorite leisure activities. The following instructions are given to the language students:

You receive an e-mail from your Spanish-speaking keypal and before you write back to him, you want to make sure that you understand what he has written to you. Please read the e-mail that Mario has sent to you and then write down whether the teacher's statements about Mario are true or false.

Me llamo Mario y tengo dieciseis años. Soy de Salamanca y me gusta hacer muchas cosas. Juego deportes después de la escuela. A veces juego tenis con mi amiga Elena pero me gusta más jugar fútbol. También me encanta esquiar y me gusta mucho jugar el ping-pong. Para mí el golf es muy aburrido y no me gusta nada patinar sobre hielo. Los fines de semana voy con mi perro para dar un paseo y me gusta hacer caminatas en el bosque en mis ratos libres. También me gusta jugar los videojuegos. En el verano voy a la Costa del Sol para nadar y navegar en vela. En el invierno voy a esquiar con mi familia. En el otoño y la primavera juego fútbol casi todos los días porque es mi deporte favorito.

**Directions to Students:** The teacher will now read 10 sentences about Mario in English. Please write True or False about the sentences. It is suggested that students be able to refer to the email as the teacher reads the True or False statements so that the assessment measures student comprehension—not memory.

Students will share something they wrote about in their response to Mario with the class.

1. Mario is fifteen.
2. Mario is from Salamanca.
3. Mario has many interests.
4. Mario has a friend named Elena.
5. Elena likes to play soccer with Mario.
6. Mario thinks skiing is boring.
7. Mario thinks golf is very interesting.
8. Mario does not like to ice skate.
9. Mario goes swimming and sailing at the Costa del Sol.
10. Mario's favorite sport is sailing.

**Resources:**

<http://www.state.nj.us/education/cccs/>

<http://www.state.nj.us/education/modelcurriculum/wl/>

<http://www.actfl.org/about-the-american-council-the-teaching-foreign-languages>

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Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSL Standards
<p>Pastime Activities/Expressions used to indicate location (estar) Express likes and dislikes (me gusta/ no me gusta)/</p>	<p>10 days</p>	<p>1. Compare and Contrast culturally specific and personal pastime activities.</p> <p>2. Identify peoples' likes and dislikes about personal pastime activities.</p>	<p>1. Divide the class in half. Each student must ask 5 people on his/her side of the room what he/she does in his/her free time. Bring the class back together. List the activities on the board. Use tick marks to keep track of responses. Which were most popular? As an extension, your students may graph their findings.</p> <p>2. Tell the students to pick a partner. Assume the roles of an American student and a Mexican exchange student. Each is to ask (and answer) 3 questions: 1. What do you do after school? 2. What is your favorite sport? 3. What do you do on Saturday? When finished with the task, ask each student to report to the class one of the responses he/she received. Example: Bill plays football after school. The results can be made into a survey.</p> <p>3. Make a list of activities (sports, watching TV) in the target language. Cut them up and put them in a hat. Have students select an activity one at a time and act it out. The first student to guess the activity in the target language goes next.</p>	<p>-The students will listen to a person telling about his/her free time activities. They are to write down 3 things the person likes.</p> <p>-As in America, Hispanic students get together to talk about what they are going to do in their spare time. Divide into groups of 2, 3 or 4. Write and present a skit about going to the movies or a game or playing a sport. Each person should have 4 lines to say. The teacher will proofread the final copy. Students are to memorize their lines and present their skits to the class using props and costumes.</p> <p>-Have students research and describe a culturally specific pastime and compare/contrast with a pastime from their own culture. Students will present to the class</p>	<p>7.1.NM.B.1 7.1.NM.B.4 7.1.NM.C.4</p>

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<p>Give and respond to commands</p>	<p>3 days</p>	<p>1. Compare and Contrast culturally specific and personal pastime activities.</p> <p>2. Identify peoples' likes and dislikes about personal pastime activities.</p>	<p>1. Use Simon Dice to tell the students to do one of the pastime activities (ie. Juega beisbol, Canta, etc.) Students will imitate the motion. Then have students take turns coming up and giving their own commands.</p>	<p>-Students will write their commands.</p>	<p>7.1.NM.C.1 7.1.NM.C.4</p>
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**Suggested Modifications for Special Education Students:**

Repeat, Clarify and Modify directions when necessary.  
Allow for additional time when needed.  
Refocus to task.  
Use visual clues.  
Demonstrate tasks.  
Break assignments down.  
Preferential Seating.  
Allow for breaks when needed.  
Use verbal praise.

**Suggested Technological Innovations/ Use:**

Visit websites  
Use computers, chrome books, and/or iPads  
Web quests

**Cross Curricular/ 21<sup>st</sup> Century Connections:**

**Standards 1, 2, & 3 CCSS-ELA Reading.**

**Standard 4, 5, & 6 CCSS-ELA Writing**

**Standard 1 & 4 CCSS-ELA Speaking & Listening.**

**Technology Themes:**

**8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**8.2 Technology Education, Engineering, and Design** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

**21st Century Themes:**

**9.1 Life and Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**9.2 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

**9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work



## Unit 2: Home, Sweet, Home

**Summary of the Unit:** Students use the target language in the three modes of communication to explore how homes in the home and target culture are similar and different. They compare the distribution of household chores in the home culture with that of the target culture(s). (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

**Interpretive:** They interpret authentic written and video/audio texts such as news-clips, real estate advertisements, and short video clips that focus on home tours, descriptions of items in a home, and division of household responsibilities.

**Interpersonal:** They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to their homes, common household items, furniture and chores.

**Presentational:** They use lists, chunks of language and memorized phrases to describe the rooms and items in homes and to talk about chores in the home and target cultures.

**Enduring Understanding:** Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding include, but are not limited to: home life, places in the community, activities within the community, and travel.)

### Essential Questions:

How are homes alike and/or different in Spanish-speaking countries?

What does the decor of your home say about you/your family?

### Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Your father's employer is transferring your family to Caracas, Venezuela. As a perk, the company has offered your family the opportunity to design your new home. Your father asks each of the family members to help with his design. He asks you to sketch your ideal floor plan and label the rooms as you would like to have them in your new home. Make sure you include the necessary rooms for the house like the kitchen, living room, bedroom (you are limited to no more than 3 bedrooms), etc. Because you are designing for a Spanish-speaking architect, the rooms must be labeled in Spanish. Listen as your teacher gives you instructions on what to include in your floorplan and be prepared to verbally share details of your floor plan to your classmates. Teacher will post select floor plans around the room. Students will walk around the room reading the different floor plans and decided what they like and dislike. Students will then write a suggestion in Spanish and drop in the suggestion box provided.

### Resources:

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Names of rooms in the home.	3 days	1. Identify rooms of the house in the target language using estar	1. Use a poster to list various parts of the house.  2. Draw and label your house or apartment.	Place students in pairs. Each student is given a drawing of the same house and a cut-out of a black cat. Student A will move his/her cat to one of the rooms in the house. Student B will try to guess the location of the cat by naming the room in which he/she thinks his/her partner placed the cat. Student B will be given three chances to guess the location before Student A reveals the cat's hiding place. Students reverse roles.	7.1.NM.A1
Characteristics of a home (structures necessary to describe homes and contents of a home)	3 days	2. List differences among types of housing.	3. Draw own floor plan with individual rooms labeled.	Have students work in pairs. Each student draws and labels a floor plan for his/her house or apartment. Then, without showing the drawing to their partner, students describe their house or apartment. Each student draws a floor plan according to the description provided by his/her partner. When finished, they compare the two plans and list differences.	7.1.NM.A.4

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<p>Expressions used to state a preference or opinion and make comparisons.</p>	<p>3 days</p>	<p>3. Create a drawing or model of a Latin American home.</p>	<p>1. Compare and contrast living spaces of American and Hispanic homes using actual photographs, emphasis on structure that is not common to American homes.</p> <p>2. In cooperative groups, students will design and create a diorama of their dream home. The groups will interview the other groups to what is included in their home.</p> <p>3. Using authentic pictures of various Latin American countries, state the evident differences.</p>	<p>- Students will work in groups to create a home that they have researched of a Latin American country.</p>	<p>7.1.NM.A.5</p>
<p>Types of furniture found in the home/Structures used to express location of furniture and rooms in the home.</p>	<p>8 days</p>	<p>4. Follow instructions using location and furniture vocabulary in the target language.</p>	<p>1. Using vocabulary flash cards and a fly swatter, have students compete against each swatting the picture of the learned vocabulary that the teacher says.</p> <p>2. Have students draw or cut out furniture pictures from a magazine. Clip art is an alternative.</p> <p>3. Design a dream living room. Label the items</p> <p>4. Label all furniture in Spanish. Describe the furniture using color, size, likes and dislikes.</p>	<p>Using a floor plan, give each student an envelope in which you have placed cutout pictures of various pieces of furniture from your clip art sources. Then place a series of sentence descriptions in the envelope telling the students where to place (glue) their furniture.</p>	<p>7.1.NM.B.1 7.1.NM.B.4 7.1.NM.C.1</p>

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		<p>4. Follow instructions using location and furniture vocabulary in the target language.</p>	<p>5. Use the same poster/picture from the previous activity and have students describe where the furniture is in relation to another piece of furniture. For example: The table is near the sofa. The lamp is behind the bed.</p> <p>6. Describe your favorite room.</p>	<p>Using a floor plan, give each student an envelope in which you have placed cutout pictures of various pieces of furniture from your clip art sources. Then place a series of sentence descriptions in the envelope telling the students where to place (glue) their furniture.</p>	<p>7.1.NM.B.1 7.1.NM.B.4 7.1.NM.C.1</p>
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### Unit 3: Food, Glorious, Food

**Summary of the Unit:** Students use the target language in the three modes of communication to explore cultural products and practices related to food in the home and target cultures. They compare eating habits of teenagers in the home and target cultures. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

**Interpretive:** They interpret age- and level-appropriate authentic written and video/audio texts such as menus, supermarket advertisements, recipes, food blogs, and short video clips that focus on foods in the target culture.

**Interpersonal:** They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions and express preferences related to food preferences, products and practices.

**Presentational:** They use lists, chunks of language, and memorized phrases to compare food preferences, products and practices in the home and target cultures.

**Enduring Understanding:** Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)

Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding include, but are not limited to: home life, places in the community, activities within the community, and travel.)

**Essential Questions:** What food groups are part of a healthy eating lifestyle?

How is a healthy eating lifestyle the same and/or different in the target culture?

#### **Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.**

You are working at a summer camp in Panama. Your job is to plan healthy meals for Thursday. The camp director has asked you to draw and label a “Mi Plato” diagram. Label the five sections of “Mi Plato”. When you have completed that, create a menu for one complete day that would show a healthy eating lifestyle. Be sure to use technological resources in order to read menus from Spanish-speaking countries, these will serve as a source of information when designing your menu. Share your menu with the camp director. Be prepared to answer questions about your meals in the target language.

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Names of five food groups/Names of common vegetables, fruits, grains, proteins, and dairy items/Names of common ‘empty calorie’ foods	10 days	1. Identify words and phrases associated with food preferences, products and practices.	<p>1. Create a picture dictionary in their notebooks of basic foods on “my plate” using colors.</p> <p>2. Teacher introduces “my plate” using the PowerPoint presentation.</p> <p>3. Students will describe foods in “my plate” using colors: ¿Qué colores?</p> <p>4. Learners play a drawing game on the board. The teacher divides the board into two sections with a vertical line and divides the class into two teams. One member of each team stands in front of the board facing the class. The teacher calls out an item of food or drink in Spanish, e.g. <i>un helado</i> (an ice cream, and the two students turn around and draw what they think it is. The first team member to draw the correct food item earns a point for his/her team.</p>	-Keep a food journal for one week. Afterwards, categorize the foods according to the USDA “Mi Plato”. Work with a partner to discuss whether your overall diet was healthy or not and write down your reflections.	7.1.NM.A.1 7.1.NM.A.5

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<p>Adjectives used to describe food (fresh, frozen, canned, etc)</p> <p>Adjectives used to describe size and shape of food</p>	<p>5 days</p>	<p>2. Recognize a few common gestures and cultural practices associated with food preferences, products and practices of the target culture(s).</p>	<p>1. Students will be presented with an authentic “my plate” diagram of the United States and Latin America. Students will interpret “my plate” by highlighting cognates. Students will compare and contrast “mi plato” from the USA and Latin America</p> <p>2. With a partner, each student chooses three food/drink items from the vocabulary words associated with the unit or from previous units. The partners do not tell each other which words they chose. Each student writes down his/her three words and keeps them hidden from the partner. By asking and answering questions, partners take turns obtaining information and clues while trying to guess what the other partner’s choices were. On each “turn”, a student may ask one yes/no question in Spanish only. After hearing the answer, the student is allowed to make one guess during his/her turn. Whoever guesses all three words first wins the game.</p>	<p>-You will be traveling to a Spanish-speaking country this summer. Eating customs, as well as the healthiness of the diet, vary from country to country. Investigate eating customs in one target language country. Report to the class whether you think those eating customs are healthy or not, based on your knowledge of healthy eating habits.</p>	<p>7.1.NM.A.3</p>
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