



West Windsor-Plainsboro Regional School District

Spanish Grade 6

**Unit 1: MI NUEVA ESCUELA
(MY NEW SCHOOL)**

Content Area: World Language

Course & Grade Level: Spanish, Grade 6

Summary and Rationale

The theme of the first unit of the year focuses on making new friends in a new school. Students become acquainted with the middle school and with their classmates. In the course of the unit, they review and expand upon vocabulary and language functions learned at the elementary level as formal reading and writing in Spanish is introduced. To provide a real-life application for the language, students write pen pal letters to peers in a Spanish-speaking country and/or to peers at another middle school in the United States. They introduce themselves by talking about school experiences, their families, and interests.

Recommended Pacing

40 days

New Jersey Student Learning Standards for World Language

Standard: Standards for Interpretive Mode

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Standard: Interpersonal Mode

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

Standard: Presentational Mode

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

**New Jersey Student Learning Standards for English Language Arts
Companion Standards**

Standard: Key Ideas and Details

CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RL.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Standard: Craft and structure	
NJSLSA.R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text(e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
Standard: Integration of knowledge and ideas	
NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
Standard: Global and Cultural Awareness	
CPI #	Cumulative Progress Indicator (CPI)
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.1.8.AP.6	Refine a solution that meets users' needs by incorporating feedback from team members and users
Interdisciplinary Standards (Social Studies)	
Standard: Civics, Government, and Human Rights: Democratic Principles	
6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
Standard: Civics, Government, and Human Rights: Processes, Rules and Laws	
6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Students will understand that asking and answering questions is essential when meeting and getting to know new people. Students will understand that school experiences vary between cultures and reflect cultural perspectives. 	
Unit Essential Questions	
<ul style="list-style-type: none"> Who am I and how can I get to know you? How are my experiences at school similar yet different than my Spanish speaking peers? 	
Objectives	

Students will know:

- How to make simple introductions
- How to begin a polite conversation
- How to ask and answer formulaic questions for names, age, how they are feeling
- How to use estar to express how they are feeling
- How to express likes and dislikes using gustar, encantar, detestar
- How to ask for and give opinions
- How to use typical classroom expressions to express needs
- Names of school classes, school supplies, typical school activities
- How to express what school supplies they already have/still need
- How to use ser to describe physical characteristics
- How to use ser to describe typical personality traits of people in school
- How to express the time of day, including using the 24-hour clock
- How to read a school schedule
- How to use ordinal numbers to describe a school schedule
- How to use sequencing/transitional words to show the order of classes/activities and connect sentences
- How to state school activities (curricular, extracurricular, hobbies)
- How to use information question words and how to form these types of questions
- Basic similarities and differences between American and Latin American/Spanish schools as well as other cultures

Students will be able to:

- Ask and answer personal identity questions (age, birthday, origin)
- Introduce people and respond in culturally appropriate ways to an introduction
- Describe self and other people typically found in a school (physical description)
- Describe self and other people typically found in a school (personality description)
- Express their classroom needs
- Express likes and dislikes
- Express emotions
- Identify and describe typical school supplies
- Explain how school supplies are used/why they are needed
- Describe their school schedule
- Describe classes and places in the school building
- Describe and compare the classes, personnel, and typical school schedules with those in a school in a Spanish-speaking country
- Compare and contrast school systems from different cultures

Evidence of Learning

Assessment: Students will be assessed in the three modes of communication- Interpersonal, Interpretative, and Presentational. Student progress will be measured using both formative and common summative assessments, and will be graded using ACTFL proficiency rubrics.

Common assessments 1.1; 1.2; 1.3

Resources**Core Resources:**

- Backpack with school supplies
- Images of feelings
- Images of classes, school supplies, adjectives to describe people in school
- Ads selling school supplies
- Sample schedules
- Clocks
- Reading: Nuestro Barrio: El Nuevo Amigo Amigo Nuevo by Maria Puncel

- Ven Conmigo videoclip [Me Llamo Francisco](https://www.youtube.com/watch?v=esEu2mJaqRg&t=70s) <https://www.youtube.com/watch?v=esEu2mJaqRg&t=70s>
- Ven Conmigo videoclip [Mañana es el Primer Día de Clases](https://www.youtube.com/watch?v=iW2I7On8-HU)
<https://www.youtube.com/watch?v=iW2I7On8-HU>
- Ven Conmigo videoclip [¡Bienvenida al colegio!](https://www.youtube.com/watch?v=1XgJJ4goAY0&t=305s) <https://www.youtube.com/watch?v=1XgJJ4goAY0&t=305s>
- Mi colegio Youtube video <https://www.youtube.com/watch?v=IOUomOdV3wc&t=82s>
- Okapi magazines
- MaryGlasgow video clips
- Magazines: Que Tal/Ahora/El Sol

**Unit 2: ¿QUÉ FORMA MI HOGAR?
(WHAT MAKES UP MY HOME?)**

Content Area: World Language

Course & Grade Level: Spanish, Grade 6

Summary and Rationale

As students investigate the facets of family life in Spanish-speaking cultures, they communicate (listen, read, speak) about family members, what constitutes "family," homes, and responsibilities. This leads to a comparison with their own families and homes. By the end of the unit, they understand that "family" might have many connotations here in the United States and abroad.

Recommended Pacing

50 days

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7.1.NH.IPRES T.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Standard: Interpersonal Mode

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Standard: Presentational Mode

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Instructional Focus

Unit Enduring Understandings

- Families in Spanish-speaking countries have similar and yet different characteristics and those qualities reflect their cultural perspectives.

Unit Essential Questions

- How does family life reveal the cultural perspectives of a people?
- Is my family life similar or different from that of a Hispanic teenager? Why? How?

Objectives

Students will know:

- Names of family members (nuclear and extended family) and the relationships among the various people
- How to use ser to describe detailed physical traits
- How to use ser to describe personality traits
- Types of typical family pets
- Names of rooms and locations in and around the house
- Names of items found in various locations in a house
- How to use prepositions to describe the locations of the rooms of a house and the items in each room
- Types of houses found in Spanish-speaking countries
- The materials houses are made of
- How to describe typical household chores
- How to describe typical leisure activities in the home
- How to express the frequency with which they and others do chores and other activities around the home

- Sequencing/transitional words
- Information question words and how to form these types of questions
- How to ask for and give opinions
- How to make simple comparisons
- Recognize cultural values and differences in family and home life represented in the cultures of Spanish-speaking countries and USA

Students will be able to:

- Identify and describe family members and their relationships to one another
- Describe physical and personality characteristics of family members
- Identify and describe rooms of a house/apartment
- Identify and describe the contents/furniture of the rooms of a house/apartment
- Explain where things are located in a house using prepositions of location
- Identify, describe and categorize household activities, including typical chores and leisure activities
- Ask and answer questions about family routines
- Compare and contrast the families and home life represented in the cultures of Spanish-speaking countries and USA

Evidence of Learning

Assessment: Students will be assessed in the three modes of communication- Interpersonal, Interpretative, and Presentational. Student progress will be measured using both formative and common summative assessments, and will be graded using ACTFL proficiency rubrics.

Common assessments 2.1; 2.2; 2.3

Resources

Core Resources:

- Various family trees
- Royal family of Spain family tree
- Royal family Youtube video from Video Ele channel https://www.youtube.com/watch?v=RRwG7Nd2_E4
- Images of personality traits
- Images of physical characteristics
- Images of houses, rooms in the house, contents of rooms in the house (e.g. IKEA catalog)
- Domitila: A Cinderella Tale from the Mexican Tradition adapted by Coburn
- Cuadros de familia (Garza)
- Reading: El Robot Empleado
- Okapi magazines
- MaryGlasgow video clips
- Magazines: Que Tal/Ahora/El Sol

**Unit 3: EL MERCADO
(THE MARKET)**

Content Area: World Language

Course & Grade Level: Spanish, Grade 6

Summary and Rationale

Students "visit" outdoor markets typically found in Spanish-speaking countries. In the process, they learn to identify and describe the food and clothing items displayed at the market, how to make purchases, and bargain with shop owners to get the best prices. At the same time, they examine life in Hispanic countries and make comparisons with their own experiences.

Recommended Pacing

50 days

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7.1.NH.IPRE T.4	Recognize some common gestures and cultural practices associated with target culture(s).
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7.1.NH.IPRE T.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRE T.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRE T.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Standard: Interpersonal Mode

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Standard: Presentational Mode

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7.1.NH.PRS NT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

Instructional Focus

Unit Enduring Understandings

- Products sold in markets and shopping practices differ between Latin American and North American cultures and, at the same time, impart important information about the people and their perspectives.

Unit Essential Questions

- How does the market reflect life in Latin American society? Why is it important in understanding the people and their values?

Objectives

Students will know:

- Names of foods, clothing and other items sold at outdoor markets in Hispanic cities and towns
- Types of shops found in typical Hispanic cities and towns
- Colors, clothing styles, and fabric patterns
- Numbers
- Various currencies used in Hispanic countries and the conversion rates with the US dollar
- Vocabulary expressions used when making purchases
- Expressions used when bargaining in a market
- Expressions of likes and dislikes
- Expressions of preference
- Comparative and superlative expressions
- Information question words and how to form these types of questions
- Expressions for describing items found in a market

Students will be able to:

- Describe a typical Hispanic market
- Identify and describe food and clothing and other items typically sold in a Hispanic market
- Categorize food and clothing and other items typically sold in a Hispanic market
- Ask and answer questions about food (including taste, texture, shape, prices)
- Ask and answer questions about clothing (including colors, styles, prices)
- Comment on clothes and other items one might purchase at a market
- Express prices using foreign currency
- Express preferences and needs
- Bargain with shopkeepers to secure lower prices
- Retell a story about a Hispanic family's visit to a market to purchase food for a typical dish (El Sancocho del Sábado)
- Compare and contrast an American market with an Hispanic market

Evidence of Learning

Assessment: Students will be assessed in the three modes of communication- Interpersonal, Interpretative, and Presentational. Student progress will be measured using both formative and common summative assessments, and will be graded using ACTFL proficiency rubrics.

Common assessments 3.1; 3.2; 3.3

Resources

Core Resources:

- Images of fruits and vegetables
- Images of different kinds of clothing
- Book: El Sancocho del Sábado by Leyla Torres
- Samples of different currencies
- Okapi magazines
- MaryGlasgow video clips
- Magazines: Que Tal/Ahora/El Sol

**Unit 4: CELEBRACIONES
(CELEBRATIONS)**

Content Area: World Language

Course & Grade Level: Spanish, Grade 6

Summary and Rationale

Parties and celebrations are important events in the lives of teenagers. These festivities reflect cultural traditions and perspectives. As such, students explore the types of celebrations and holidays they celebrate with families and friends and compare those events to the experiences of their Spanish-speaking peers. They learn to identify a variety of holidays, talk about the significance of each festivity, extend/accept/ reject invitations, plan parties, engage in a telephone conversation in Spanish, and identify typical ethnic foods and clothing associated with celebrations. Among other holidays and parties, they focus on a typical Hispanic celebration, la quinceañera, which marks a girl's fifteenth birthday. The unit touches on many aspects culture including the history of the celebrations, their purpose, traditional foods and clothing. As they examine the theme, they continue to build proficiency, aiming to reach the Novice-High level by the end of the year. They practice speaking in sentences, asking questions, describing in detail, and narrating events in the present tense.

Recommended Pacing

40 days

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Standard: Standards for Interpretive Mode

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Standard: Interpersonal Mode

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7.1.NH.PRS NT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

Instructional Focus

Unit Enduring Understandings

- History and traditions determine how people celebrate holidays and special events
- Types of celebrations and traditions reveal cultural perspectives of a society

Unit Essential Questions

- Do celebrations reflect or shape culture? How and why?
- How do Hispanic and North American celebrations differ? What do they have in common?
- What can we learn about the people and their cultural perspectives by examining holidays and festivities?

Objectives

Students will know:

- Names of celebrations and related vocabulary (including specific ethnic clothing and foods)
- Cultural traditions, rituals and events
- Places to hold events
- Party preparation activities

- Invitation expressions (¿Te gustaría ir... conmigo? ¿Quieres ir a ... ? ¿Quisiera.... ?)
- How to accept/reject an invitation
- How to use estar to express feelings
- Chores/clean-up activities
- Sequencing/transitional words
- Buying and giving gifts
- Asking for and offering help
- Asking for and giving opinions
- Read articles about festivals around the Spanish-speaking world
- Demonstrate an understanding of the relationship between the practices and perspectives of the celebration of quinceañera in the Latin American world

Students will be able to:

- Identify and describe celebrations
- Extend/accept/reject an invitation
- Sequence pre-and post-celebration activities
- Ask for and give an opinion
- Describe the quinceañera celebration
- Demonstrate an understanding of traditions
- Compare and contrast typical Hispanic celebrations and traditions with their own culture's

Evidence of Learning

Assessment: Students will be assessed in the three modes of communication- Interpersonal, Interpretative, and Presentational. Student progress will be measured using both formative and common summative assessments, and will be graded using ACTFL proficiency rubrics.

Common assessments 4.1; 4.2; 4.3

Resources

Core Resources:

- Website: [All about Spain](#) (Fiestas according to regions- click on city to get information about festivals celebrated there) Make sure to change to SPANISH
- Images of different celebrations
- Images of party preparation activities
- Cuadros de familia (Garza)- different paintings of family celebrations, Quinceañera
- Okapi magazines
- MaryGlasgow video clips
- Magazines: Que Tal/Ahora/El Sol