

Grade: 6

Course Title: Grade 6 Exploratory Spanish

Course Overview

In this introductory course, students will acquire novice communicative skills and will develop cultural awareness. The course provides instruction in listening, reading, writing, and speaking in the target language. Topics include: describing self and others; asking and giving essential information; initiating and responding to greetings and introductions; expressing quantity and costs; discussing personal opinions or needs; identifying common objects; expressing location of self and others related to simple activities; and becoming familiar with geography and culture of Spanish speaking countries.

Unit #1

Title: Language is all around

Conceptual understanding(s):

Communication involves the appropriate use of pronunciation and linguistic forms. We learn to communicate and relate to others through the recognition and appropriate use of pronunciation and linguistic forms. Unit 1 is an introduction to the basic differences between Spanish and English and has students exploring basic vocabulary.

Standards:

- 12.1.S1.A Know the basic sound system and spelling patterns of the target language.
- 12.1.S1.B Know common vocabulary forms and structures used in basic speaking and writing.
- 12.1.S1.C Recognize common vocabulary terms through listening and reading.
- 12.1.S1.E Identify words from the target language that are commonly used in English.
- 12.3.S1.B Know typical expressions and gestures for basic social interactions in the target culture.

Content:

- Greetings and Farewells
- Study Skills and basic classroom commands and school supplies
- Alphabet and pronunciation
- Basic personal questions & responses: ¿Cómo te llamas? ¿De dónde eres?
- Cognates

Skills:

- Pronounce letter sounds, words and phrases accurately.
- Make connections between languages and by recognizing how words look and sound similar and share the same meaning.
 - Identify how recognizing cognates gives a general understanding of listening and reading texts in the target language.
- State and spell numbers 1-30.
- Ask and answer basic personal questions accurately in the target language.
- Greet different audiences using verbal and nonverbal language appropriate to the context.

- Utilize electronic resources appropriately and effectively for language learning (online dictionaries, quizlet, wordreference).

Inquiry Questions: *(include factual, conceptual, debatable)*

- Factual: Why is it necessary to learn Spanish?
- Conceptual: What importance do linguistic forms and accents have in successful communication?
- Debatable: What skills and knowledge do 6th grade students already have that can support the language learning process?

Resources:

Salgado, Cristobal Gonzalez, and Tere de Vries. “¿Cómo Aprendemos?” *MYP Spanish Language Acquisition Phases 1 & 2 (Emergent)*, Oxford University Press, 2021, pp. 3–10.

GenteDeZonaVEVO. *Gente de Zona - La Gozadera (Official Video) Ft. Marc Anthony*. Youtube, 5 June 2015, https://www.youtube.com/watch?v=VMp55KH_3wo.

Salgado, Cristobal Gonzalez. *Presentación Unidad 1 - MYP Spanish*. Youtube, 10 Apr. 2017, <https://www.youtube.com/watch?v=4BpXL46W32s>.

“Spanish Greetings and Farewells.” *Discovery Education*, Language Tree, 2013, <https://app.discoveryeducation.com/learn/videos/ac431c30-4b6a-4cf1-9cfc-d142d7e64a51>.

“The Spanish Vowels.” *Discovery Education*, Language Tree, 2013, <https://app.discoveryeducation.com/learn/videos/f0673693-6dbf-4bc5-b0f0-42695f79745d>.

“The Spanish Alphabet.” *Discovery Education*, Language Tree, 2013, <https://app.discoveryeducation.com/learn/videos/26add452-57fd-4646-8a73-617279a99612>.

“Spanish Numbers: 1 to 30.” *Discovery Education*, Language Tree, 2013, <https://google.discoveryeducation.com/learn/videos/21e7b4a2-1852-4842-9f34-84dd533b69aa>.

“Counting in Spanish.” *Discovery Education*, Cerebellum, 2001, <https://google.discoveryeducation.com/learn/videos/a0e370f2-46c1-4857-9f92-f056ecc5180a>.

Additional Approved Resources:

Quizlet - Vocabulary study

Online dictionary: wordreference.com

Unit #2

Title: The World is at our Fingertips

Conceptual understanding(s):

Shared language connects audiences of different cultures in meaningful ways. This allows for meaningful connections between individuals of different cultures and eras. Unit 2 explores different Spanish speaking

countries and the similarities and differences between them. They will begin to use simple sentence structures in order to communicate.

Standards:

- 12.5.S1.B Know where in the national community the target language and culture are experienced.
- 12.5.S1.C Know where the target language is spoken in the global community.
- 12.3.S1.A Identify fundamental products and customs of the target culture.
- 12.3.S2.D Know information with details in other subject areas influenced by the target language.
- 12.1.S1.A Know the basic sound system and spelling patterns of the target language.
- 12.1.S1.D Know simple sentence and question structures in order to communicate.
- 12.1.S1.C Recognize common vocabulary terms through listening and reading.

Content:

- Basic conversation, questions and responses: ¿Cuántos años tienes? ¿Cuál es la fecha? ¿Cuándo es tu cumpleaños? ¿Cómo está(s)?
- Calendar (days of the week, months of the year)
- Introducing Formal and Informal language (pronoun charts)
- Spanish-speaking countries and capitals
 - Where in the world is Spanish Spoken
- Interrogative words

Skills:

- Identify continents and Spanish-speaking countries on a map.
- Compare and contrast elements of two cultures (Tú versus Ud, formal vs. informal greetings, surnames).
- Identify key cultural information within listening and reading texts.
- Respond to basic questions (Who, what, when, where, why, how) in the target language in written and spoken form.
- State the date in a full sentence.
- Hold a basic conversation in the target language.
- Read and summarize key information from internet sources.
- Cite sources appropriately.

Inquiry Questions: *(include factual, conceptual, debatable)*

- Factual: Where is Spanish spoken in the USA? Where is Spanish spoken around the world?
- Conceptual: How might language change depending on context and audience?
- Debatable: In what ways are Spanish-speaking countries culturally similar? In what ways do Spanish-speaking countries vary? In what ways could learning Spanish be useful in the USA and abroad?

Resources:

Salgado, Cristobal Gonzalez, and Tere de Vries. "¿Cómo Aprendemos?" *MYP Spanish Language Acquisition Phases 1 & 2 (Emergent)*, Oxford University Press, 2021, pp. 11.

Canarias, Antena 3. *Castig Para La Próxima Película de Paco Arango*. Youtube, 13 Aug. 2010, <https://www.youtube.com/watch?v=clqkpRnzzyU>.

Rafael Angel, J. ¿Qué Les Gusta a Los Hispanohablantes? Youtube, 18 Apr. 2017, <https://www.youtube.com/watch?v=yaLaPYAdHc0>.

“North and Central America Geography Games.” *Seterra.Com*, <https://online.seterra.com/en/l/nam>. Accessed 13 Feb. 2022.

“South America Geography Games.” *Seterra.Com*, <https://online.seterra.com/en/l/sam>. Accessed 13 Feb. 2022.

“Spanish Question Words.” *Discovery Education*, NAU, 2004, <https://google.discoveryeducation.com/learn/videos/b6ace134-7420-4adc-8640-735800dcf69e>.

Unit #3

Title: People in my community

Conceptual understanding(s):

Connections to others are made through the understanding of language conventions. Through the use of language our identity is influenced by the connections we have with other people. In this unit students will begin to use Spanish language (noun, adjective agreement) to describe themselves and others.

Standards:

- 12.1.S2.A Refine knowledge of the sound system and spelling patterns of the target language
- 12.1.S1.D Know simple sentence and question structures in order to communicate
- 12.1.S2.C Recognize expanded vocabulary through listening and reading

Content:

- Family members and pets
- Common physical traits
- Character Traits
- Colors
- Spanish Grammar rules
 - Possession and possessive adjectives
 - Subject pronouns
 - Formal v informal and Singular vs Plural
 - Verb conjugation
 - Irregular Verbs (ser and tener) and Hay
 - Noun-adjective agreement
 - Definite and Indefinite articles

Skills:

- Describe community members using a range of vocabulary in spoken and written form.
- Conjugate verbs ser and tener and use in sentence form.

- Use “hay” in sentence form.
- Use definite and indefinite articles in context accurately.
- Identify and pronounce common family members, pets and colors.
- Match adjectives to nouns in gender and number in sentence form.
- Match indefinite articles to nouns and use short phrases in spoken and written form.
- Use masculine and feminine adjective forms accurately in sentence form.
- Identify similarities and differences among individuals within a community.

Inquiry Questions: *(include factual, conceptual, debatable)*

- Factual: How can I describe community members? What physical characteristics and personality traits do I have in common with others?
- Conceptual: What connections do I have with members of my community?
- Debatable: Why do connections with others matter?

Resources:

Salgado, Cristobal Gonzalez, and Tere de Vries. “ ¿Quién eres?” *MYP Spanish Language Acquisition Phases 1 & 2 (Emergent)*, Oxford University Press, 2021, pp 23-25, 27-33.

“Masculine and Feminine Articles and Nouns.” *Discovery Education*, Language Tree, 2013,
<https://app.discoveryeducation.com/learn/videos/2f3748ac-9ae7-447d-8f20-06d7828f610b>.

“Introducing Ser and Common Adjectives.” *Discovery Education*, Language Tree, 2013,
<https://google.discoveryeducation.com/learn/videos/3ff82a8c-abb1-40fb-a043-133f4f2d280f>.

“Tener.” *Discovery Education*, Cerebellum, 2001,
<https://google.discoveryeducation.com/learn/videos/03c171cb-e0df-408b-b17e-f04436a8274a>.

“Spanish Subject Pronouns and Possessive Adjectives.” *Discovery Education*, Language Tree, 2011,
<https://google.discoveryeducation.com/learn/videos/8e299a21-98c2-4cea-a3c8-3126e68f44a1>.

“Spanish-Speaking Countries .” *Discovery Education*, NAU, 1998,
<https://google.discoveryeducation.com/learn/videos/d7cf3b27-5822-4c0c-a80f-4d827f169ded>.

Unit #4

Title: School Routines

Conceptual understanding(s):

Language patterns are used to communicate differences in routines. We learn new language patterns and at the same time raise awareness about the differences in people’s routines. In unit 4 students are expanding their communication skills through effectively communicating with peers using accurate grammatical structures and a range of vocabulary to describe their life at school.

Standards:

- 12.3.S1.C Describe similarities and differences of life skills and social structures in personal interactions between cultures.
- 12.3.S2.C Explain similarities and differences of daily activities between cultures.
- 12.1.S2.D Know simple sentence and question structures in order to communicate about memorable and upcoming events.
- 12.1.S2.B Know expanded vocabulary forms and structures used in basic speaking and writing.
- 12.1.S2.C Recognize expanded vocabulary through listening and reading.

Content:

- Numbers 31-100
- Telling time
- Classes
- Common regular verbs (comer, beber, tomar, leer, estudiar, escuchar, escribir, etc.)
- Present tense verb conjugations
- Tener + que
- Adverbs: siempre, nunca, mucho

Skills:

- Ask and answer the question: ¿Qué hora es?
- Conjugate regular present tense verbs accurately.
- Compare and contrast routines (school schedules).
- Describe school schedules in the target language.
- Form questions using interrogative words.
- Effectively communicate with peers using accurate grammatical structures and a range of vocabulary.

Inquiry Questions: (include factual, conceptual, debatable)

- Factual: What is my school routine? What words can we use to express daily actions?
- Conceptual: Is my school routine cultural?
- Debatable: Why does maintaining a routine matter? How might maintaining a routine be beneficial?

Resources:

Salgado, Cristobal Gonzalez, and Tere de Vries. "¿Cómo Aprendemos?" *MYP Spanish Language Acquisition Phases 1 & 2 (Emergent)*, Oxford University Press, 2021, pp. 12-21.

Salgado, Cristobal Gonzalez, and Tere de Vries. "Mi Rutina Diaria" *MYP Spanish Language Acquisition Phases 1 & 2 (Emergent)*, Oxford University Press, 2021, pp. 42-47.

Weibel, Fabien. *Destiny - Animation Short*. Youtube, 19 Sept. 2012, https://www.youtube.com/watch?v=wEKLEeY_WeQ.

"School-Related Vocabulary." *Discovery Education*, Language Tree, 2013, <https://app.discoveryeducation.com/learn/videos/1776e69b-cac0-48b3-b4cd-37137d228ada>.

"Asking and Telling the Time." *Discovery Education*, Cerebellum, 2001, <https://google.discoveryeducation.com/learn/videos/35c94014-d9ab-4ee8-b98a-9cd6319a18e5>.

“Section B: Adverbs.” *Discovery Education, Cerebellum, 2002,*
[https://google.discoveryeducation.com/learn/videos/941b5c2f-8220-4f13-ae19-2978584d5002.](https://google.discoveryeducation.com/learn/videos/941b5c2f-8220-4f13-ae19-2978584d5002)

Unit #5

Title: My house is your house

Conceptual understanding(s):

Language is used to create messages related to home that are aimed at a specific audience. In unit 5 students extend their communication to describe their homes and families in detail. They will be broadening their language and using a wide range of descriptive language.

Standards:

- 12.1.S1.B Know common vocabulary forms and structures used in basic writing and speaking
- 12.1.S1.C Recognize common vocabulary terms through listening and reading.
- 12.3.S3.D Compare and contrast the similarities and differences in social institutions between cultures

Content:

- Rooms of the house
- Furniture
- Verbs estar and ir/ir + a
- Ser vs. Estar
- Word families
- Verb gustar
- Adjectives

Skills:

- Choose the correct verb to be (ser versus estar) to fit the context.
- Correctly conjugate verbs ser and estar.
- Describe in detail using a range of vocabulary in written and spoken form.
- Compare and contrast.
- Identify nouns, verbs and adjectives in word families and use in sentence form
- Identify key details in reading and listening texts.
- Analyze text conventions in reading and listening texts.

Inquiry Questions: *(include factual, conceptual, debatable)*

- Factual: How do we describe the inside of homes? What differences exist between our houses and the houses of other people?
- Conceptual: How does culture influence the design of houses?
- Debatable: In what ways do homes vary?

Resources:

Salgado, Cristobal Gonzalez, and Tere de Vries. “Hogar, dulce hogar” *MYP Spanish Language Acquisition Phases 1 & 2 (Emergent)*, Oxford University Press, 2021, pp. 71-73.

“Gustar and Other Verbs.” *Discovery Education*, Middlebury Interactive Languages, 2013,
<https://google.discoveryeducation.com/learn/videos/50917ea8-cbd4-404f-9577-cb9a50fa0357>.

“My House.” *Discovery Education*, Channel 4, 2001,
<https://google.discoveryeducation.com/learn/videos/8b35d8f5-96e8-4550-9e3f-b0a57f607fef>.

“Verbs Ser and Estar.” *Discovery Education*, Middlebury Interactive Languages, 2013,
<https://google.discoveryeducation.com/learn/videos/17a8f8a5-cbe9-4782-a9a4-bdd6aa31cd15>.

“Ser and Estar.” *Discovery Education*, Language Tree, 2011,
<https://google.discoveryeducation.com/learn/videos/f2933ee4-ea5e-4c47-b037-df855a6ed207>.

Unit #6

Title: Ordering food in our community

Conceptual understanding(s):

Careful word choice and accurate form is used to effectively communicate and express individual thoughts, wants, feelings and emotions. The final 6th grade unit takes students outside their familiar environment and exposes them to common celebration, festivals and foods of Spanish culture.

Standards:

12.3.S1.A Identify fundamental products and customs of the target culture

12.3.S2.A Describe the products and customs of the the target language

12.3.S1.B Know typical expressions and gestures for basic social interactions in the target culture.

Content:

- Main foods (fruits, vegetables, eggs, drinks, etc.)
- Names of major dishes
- Ingredients in a recipe
- Ordering food in restaurants & markets
- Places in town (supermarket, restaurant, shopping)
- Phrases: Me gustaría, yo quiero
- Common cultural celebrations, festivals, foods, and beverages

Skills:

- Express wants and desires politely using a range of vocabulary.
- Use formal and informal language appropriate to the context and audience.
- Conduct brief, polite transactions in spoken form in the target language.
- Identify reliable sources.
- Cite sources accurately.
- Organize steps within a research project.
- Create and maintain a process journal.
- Identify and present main dishes and ingredients in the target language.

Inquiry Questions: *(include factual, conceptual, debatable)*

- Factual: What are main dishes in Spanish-speaking countries? How does geography impact ingredients used in cuisines?
- Conceptual: In what ways do formalities and word choice matter depending on context and audience? How can miscommunication be avoided?
- Debatable: What main dishes that originated in Spanish-speaking countries are accessible in our community? To what degree is knowledge of the Spanish language useful in restaurants and markets in our community/the USA?

Resources:

“Spanish Conversations: Restaurants and Food.” *Discovery Education*, Middlebury Interactive Languages, 2013, <https://google.discoveryeducation.com/learn/videos/d361e5b7-5d36-42d9-9cb0-e0dcb48a7e0d>.

“Mi diario Londinense 2: La tortilla de patatas.” *Discovery Education*, Discovery Education Europe Ltd., 2016, <https://google.discoveryeducation.com/learn/videos/7d6bf771-6fcd-4ec0-a44c-8ee078dd196a>.

Kirchner, Rease. “Basic Spanish Lessons: Ordering Food.” *Speaking Latino*, 5 Sept. 2013, <https://www.speakinglatino.com/basic-spanish-lessons-ordering-food/>.

“Day of the Dead: Culture and Traditions.” *Discovery Education*, Middlebury Interactive Languages, 2013, <https://google.discoveryeducation.com/learn/videos/5370516a-6767-4a5a-b842-e8bb4a7b6b97>.

“Hispanic Culture: Volume 01.” *Discovery Education*, Middlebury Interactive Languages, 2013, <https://google.discoveryeducation.com/learn/videos/68a54816-9551-4f6d-883c-8a096c6dfb31>.