

Wilmette Public Schools, District 39
Grade 6 Spanish Curriculum

Statement of Philosophy

“Knowing how, when, and why to say what to whom.” -ACTFL

District 39 believes in empowering students to become positive and empathic global citizens. Language and communication are at the heart of the human experience. Therefore, the ability to communicate in another language and to reflect upon cultures, both past and present, fosters an appreciation for one’s place in a global village. Through the use of authentic language and cultural exposure, students build foundations for experiencing meaningful connections and develop an appreciation of cultural similarities and differences. These authentic learning experiences equip our students to be linguistically, socially, and culturally competent members of society.

Goal Areas and Big Ideas	National World Readiness Standards for Learning Languages		
<p>Communication <i>Goal:</i> Communicate effectively in more than one language in order to function in a variety of situations and multiple purposes. <i>Big Idea:</i> Language is at the heart of all human interaction.</p>	<p>Interpersonal Communication Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Presentational Communication Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>
<p>Cultures <i>Goal:</i> Interact with cultural competence and understanding. <i>Big Idea:</i> Culture and language are inseparable; they influence and reflect each other.</p>	<p>Relating Cultural Practices to Perspectives Learners use the language to investigate, explain, and reflect on the relationship between practices and perspectives of the cultures studied.</p>		<p>Relating Cultural Products to Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied</p>
<p>Connections <i>Goal:</i> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. <i>Big Idea:</i> The study of World Languages enhances learning and provides access to other content areas, strategies, and resources.</p>	<p>Making Connections Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>		<p>Acquiring Information and Diverse Perspectives Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>
<p>Comparisons <i>Goal:</i> Develop insight into the nature of language and culture in order to interact with cultural competence. <i>Big Idea:</i> Comparing and contrasting one’s own and other languages and cultures enable individuals to gain new insight about self and the world.</p>	<p>Language Comparisons Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>		<p>Cultural Comparisons Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>
<p>Communities <i>Goal:</i> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. <i>Big Idea:</i> The study of World Languages enables individuals to participate in multiple communities and enriches their experiences.</p>	<p>School and Global Communities Learners are encouraged to use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>		<p>Lifelong Learning Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>

Unit 1

Theme: Science and Technology/Animales Interesantes Essential Question: <i>How are animals affected by humans?</i> <i>In what ways can animals be classified?</i>	Interpretive- Intermediate Low Interpersonal- Intermediate Low Presentation- Intermediate Low	Approximate Time: 9 weeks
Learning Scenario		
You and your Spanish class have just arrived at the zoo. Have fun and be sure to learn about the animals because at the end of your trip, you will be sponsoring one!		
Unit Goals/Objectives		
Students will be able to: <ul style="list-style-type: none"> •Identify (zoo) animals •Describe physical features of animals •Describe how animals eat and move •Explain what puts animals at risk of extinction/endangerment •Describe animal habitats in nature and in zoo •Identify countries of origin of animals 		
Summative Performance Tasks		
Interpretive	Get to know the animals and places in the zoo. Read about them and answer the questions.	
Presentational	Your experience at the zoo has taught you a lot about different animals. You are going to choose an animal to sponsor. Describe the animal and explain why it deserves to be sponsored.	
Interpersonal	You think your sponsored animal is great! Discuss your animal with a classmate and learn about theirs.	
Can Do Statements		
Interpretive	•I can understand short, simple descriptions about zoo animals.	
Presentational	•I can write about a zoo animal.	
Interpersonal	•I can ask and answer questions about a zoo animal.	
Toolbox		
Supporting Functions	Supporting Structures/Patterns	Priority Vocabulary
<ul style="list-style-type: none"> •Identify animals •Describe physical characteristics of animals •Ask/Answer about animal characteristics •Describe animal place of origin and habitats •Ask/Answer about animal origin and habitats •Ask/Answer what animals eat •Ask/Answer how animals move •Explain dangers to animal and habitat 	<ul style="list-style-type: none"> •Is, are •There is, there are •It has •Definite and indefinite articles •What is is like? It is ... •Where is it from? It is from... •Where does it live? It lives in... •What does it eat? It eats... •How does it move? It walks, swims, flies, 	Tier 1 <ul style="list-style-type: none"> •Animals •Habitats •Body parts •Adjectives •Foods related to what animals eat •También, tampoco Tier 2 <ul style="list-style-type: none"> •Other places in a zoo

Unit 2

Theme: Family and Communities/Mi comunidad Essential Question: <i>How does transportation support a city?</i> <i>How do I interact with my community?</i> <i>What makes a community?</i>	Interpretive- Intermediate Low Interpersonal- Intermediate Low Presentation- Intermediate Low	Approximate Time: 10 weeks
Learning Scenario		
You have a friend coming into town who wants to learn about where you go with your family and friends.		
Unit Goals/Objectives		
Students will be able to: <ul style="list-style-type: none"> •Identify places in a community •Use prepositions to describe locations •Identify forms of transportation •Explain how self and others go to various places •Explain reasons for going to places •Compare and contrast different communities/cities 		
Summative Performance Tasks		
Interpretive	Listen to the description of a place and identify information you hear. Read the maps from Spanish-speaking countries, and answer the questions that follow.	
Presentational	Create a map of your favorite places in the Chicagoland area and include descriptions, transportation options, and reasons for going.	
Interpersonal	Have a conversation with classmates about where you both go in the Chicagoland area.	
Can Do Statements		
Interpretive	•I can understand short simple messages related to places and community.	
Presentational	•I can write about places in my community.	
Interpersonal	•I can participate in a conversation related to places and community.	
Toolbox		
Supporting Functions	Supporting Structures/Patterns	Priority Vocabulary
<ul style="list-style-type: none"> •Identify and give examples of places in the community •Describe locations using prepositions •Identify forms of transportation •Ask/Answer how self and others go to different places Enrichment option: <ul style="list-style-type: none"> •Ask/Answer why self and others go to different places 	<ul style="list-style-type: none"> •Is, are •There is, there are •It has •Is located, are located •Subject pronouns •Present tense forms of Ir •Question words Enrichment option: <ul style="list-style-type: none"> •Ir+ a+ infinitive 	Tier 1 <ul style="list-style-type: none"> •Places in community •Compass directions •Prepositions •Forms of transportation •Subject pronouns •También, tampoco Tier 2 <ul style="list-style-type: none"> •Adjectives to describe specific places •Infinitives for errands/activities •Vocabulary for errands/activities

Unit 3

Theme: Personal and Public Identities/Nuestros pasatiempos Essential Question: <i>How do my activities reflect who I am?</i> <i>What influences how I spend my time?</i>	Interpretive- Intermediate Low Interpersonal- Intermediate Low Presentation- Intermediate Low	Approximate Time: 10 weeks
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Learning Scenario

You are communicating with a pen pal about what you do during the week and on the weekends. It will be interesting to see how your daily life compares with the life of your new pen pal.

Unit Goals/Objectives

Students will be able to:

- Identify activities and pastimes
- State the activities/pastimes of self and others
- Ask questions to find out the activities of others
- State the times and frequency activities occur
- Ask questions to find out the times and frequency of activities of others
- State the locations of activities

Summative Performance Tasks

Interpretive	Watch the video of a student and identify information you hear. Read the message from your pen pal, and fill in the corresponding schedule.
Presentational	Create a blog talking about your daily schedule and the activities of others!
Interpersonal	Have a conversation with a classmate about your different after school and weekend activities.

Can Do Statements

Interpretive	•I can understand what I hear and read about free time activities.
Presentational	•I can write about free time activities of myself and others.
Interpersonal	•I can participate in a conversation related to free time activities.

Toolbox

Supporting Functions	Supporting Structures/Patterns	Priority Vocabulary
<ul style="list-style-type: none"> •Identify activities students participate in •State where a person goes for a specific activity •Ask/answer how often someone does an activity •Ask/answer at what time someone does an activity 	<ul style="list-style-type: none"> •Present tense regular -AR conjugation •Jugar- present tense •At... (with time) •It is... (with time) •Menos to tell time •With what frequency...? 	Tier 1
		<ul style="list-style-type: none"> •Common activities/sports (AR verbs) •Subject pronouns •Numbers 1-30 •Frequency words
		Tier 2
		<ul style="list-style-type: none"> •Other -AR activities

Unit 4

Theme: Contemporary Life/Buen Provecho Essential Question: <i>What do I eat that is "American"?</i> <i>What makes up a balanced menu?</i> <i>How is culture reflected in food?</i>	Interpretive- Intermediate Low Interpersonal- Intermediate Low Presentation- Intermediate Low	Approximate Time: 8 weeks
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Learning Scenario

We would like to have a hispanic food week at Highcrest and have you create the menu. Before you can decide what to feed your fellow Hawks, research authentic and healthy foods.

Unit Goals/Objectives

Students will be able to:

- Identify foods, drinks, and meals
- State likes and dislikes related to foods of self and others
- Ask questions to find out food likes and dislikes of others
- Share what self and others eat and drink
- Ask questions to find out what others eat and drink
- Explore and identify authentic dishes from Spanish speaking countries
- Compare and contrast foods from different countries
- Compare and contrast lunch menus
- Identify healthy food options
- Compare and contrast mealtimes

Summative Performance Tasks

Interpretive	Read an authentic menu, and answer the questions that follow.
Presentational	Create a menu for the cafeteria with authentic and healthy food options.
Interpersonal	Have a conversation with a classmate about each other's food preferences.

Can Do Statements

Interpretive	•I can understand simple information about food.
Presentational	•I can write about food.
Interpersonal	•I can participate in a conversation related to food.

Toolbox

Supporting Functions	Supporting Structures/Patterns	Priority Vocabulary
<ul style="list-style-type: none"> •Identify foods •Identify and describe authentic dishes •Ask/answer what self or others eat •Ask/answer what self or others drink 	<ul style="list-style-type: none"> •Present tense regular -ER •Present tense regular -IR conjugation •I like/you like/he/she likes... •There is/there are... •It is/they are... 	Tier 1
		<ul style="list-style-type: none"> •Food, drink, and meal vocabulary •Authentic dishes •ER and IR verbs that go with food •Sin, de, con
		Tier 2
		<ul style="list-style-type: none"> •Utensils/table vocabulary •Menu vocabulary •Adjectives (food tastes and preparations)

