



## *Middle School Spanish 6*

### **Curriculum Committee Members**

*Aldijana Dzamastagic, West Middle School*

*Estela Neel, Northwest Middle School*

*Jesse Meza, Central Middle School*

*Jill Harres-Carles, West Middle School*

*Jami S. Vault, ELA Curriculum Coordinator*

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# Hazelwood School District

## Mission Statement

In a culture of **high expectation** and **excellence**, our students will become lifelong learners equipped with 21<sup>st</sup> Century skills for success as global citizens.

## Core Value Statements

- High student achievement based on multiple measures as we prepare students to become global citizens.
- A diverse staff that is caring, culturally competent, well trained, and highly effective in their roles.
- Holding ourselves accountable for a culture of excellence with high standards in both academics and behavior.
- Maintaining fiscal responsibility of the district's assets and resources while utilizing best financial practices.
- A supportive learning environment that fosters healthy socio-emotional development for all students.
- Preparing students with global thinking and skills to make them productive in college, career, and life in the 21st century.
- Community involvement that drives high parental and community/stakeholder engagement, effective partnerships, and positive relationships with informative communication.

## Goals

Goal 1 – Improve Student Achievement

Goal 2 – Differentiate and Expand Resources and Services for Students

Goal 3 – Enhance Professional Growth

Goal 4 – Maintain Fiscal Responsibility

Goal 5 – Increase Parent and Community Involvement

## Curriculum Overview

A plethora of recent research has emphasized the benefits of second language learning. The American Council on the Teaching of Foreign Languages (ACTFL) has identified some key research findings that demonstrate that effective foreign language instruction also supports district priorities. Research demonstrates that language learning has a positive impact on student reading ability. Further, research shows a correlation between language learning and increased academic achievement on standardized test measures. The Hazelwood School District will continue to offer and expand on second language learning opportunities for middle school students in Spanish.

In addition to the emerging research consensus, updates in state standards and ACTFL standards indicate a need for updated curriculum to ensure Hazelwood's students are adequately prepared to meet grade-level learning expectations. The current focus on a combination of communication proficiency and cultural awareness necessitates the revision of the standing curriculum.

The curriculum supports a foreign language approach that blends understanding of words and word parts, grammar constructions, effective communication, and cultural awareness. The activities, materials, and scoring guides for each unit are aligned directly to this framework. Additionally, because middle school Spanish is an elective, there can be a significant time lapse between each level of instruction. The middle school Spanish curriculum reteaches skills and introduces new skills at each grade level.

The committee members aligned the curriculum with the World Languages Course Level Expectations established in February, 2011, by the Missouri Department of Elementary & Secondary Education (DESE). The curriculum meets all of the state and district requirements for 21<sup>st</sup> century skills, cultural relevance, skill-building, and student-centeredness.

The curriculum contains performance assessments, proficiency assessments, and selected responses that are rigorous and outline clear expectations. As the curriculum is implemented and taught, the assessments will be revised. The learning targets and assessments are required; the learning activities and daily instructional format are suggested.

Teachers are encouraged to select the learning activities which meet the needs of their students. Concepts and language acquisition are taught both descriptively and prescriptively to allow students to internalize language patterns.

**COURSE TITLE:** Middle School Spanish 6

**GRADE LEVEL:** 6<sup>th</sup> Grade

**Course Description:**

Middle School Spanish 6 is an immersive course where students explore the world of Spanish-speaking people by studying and comparing cultures and communities. Students learn basic language patterns and conversational phrases and make relevant connections to their own culture.

**Course Rationale:**

As beginning Spanish speakers, students will feel comfortable expressing themselves to others in everyday situations. They will learn basic vocabulary and be able to apply it in conversation. The teacher will use the language as the vehicle to teach academic content while providing students with opportunities to use language beyond the classroom. A required 21st century skill is that students in the novice range are able to comprehend and use short memorized phrases and sentences. This proficiency level reflects the beginning stages of language learning.

**Course Scope and Sequence**

<u>Unit 1</u> – <b>Welcome to Spanish</b>  <i>10 sessions</i>	<u>Unit 2</u> – <b>Spanish and the World Around Me</b>  <i>10 sessions</i>	<u>Unit 3</u> – <b>Spanish Holidays and Traditions</b>  <i>8 sessions</i>
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**Unit Objectives**

Unit 1

1. Students will be able to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
2. Students will be able to reinforce and further their knowledge of other disciplines through the world language.
3. Students will be able to acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
4. Students will be able to demonstrate understanding of the nature of language through comparisons of the language studied and their own.
5. Students will be able to demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Unit 2

1. Students will be able to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
2. Students will be able to understand and interpret written and spoken language on a variety of topics.

3. Students will be able to reinforce and further their knowledge of other disciplines through the world language.
4. Students will be able to acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
5. Students will be able to demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
6. Students will be able to demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

### Unit 3

1. Students demonstrate an understanding of the practices and perspectives of the cultures studied.
2. Students reinforce and further their knowledge of other disciplines through the world language.
3. Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
4. Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
5. Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
6. Students use the target language within and beyond the school setting.

## **Essential Terminology/Vocabulary**

### **Unit 1 – Welcome to Spanish**

- Greetings (Hola, ¿Cómo te llamas?, Me llamo, Encantado/a (Mucho Gusto), Igualmente, Buenos días, Buenas tardes, Buenas noches, ¿Cómo estás?)
- Leavetaking (Hasta Luego, Hasta Mañana, Adiós/Chao)
- Basic connector words (y, o, el/la/los/las, un/una, con, de, en, a, sí, no)
- Numbers 0-30 and semantics such as doscientos (two and hundred)
- Days of the week and dates (lunes, martes, miercoles, jueves, viernes, sabado, y domingo)
- Times of the day (La mañana, la tarde, la noche)
- Basic conversation essentials (Por favor, Gracias, De nada)
- Questions in the Classroom (¿Puedo ir al bano/oficina/a tomar agua/a la enfermería?)
- Basic school supplies (Papel, Lapis, Boligrafo/Pluma)
- Cognates (Accidente, actividades, adulto, agente, aire, alarma, animal, área, artista, atmósfera, atención, banana, blusa, cabina, cable, cafeteria, cámara, canal, capital, centro, cereal, clase, costa, color, compañía, concierto, construcción, continente, debate, direcciones, director, desastre, distancia, dragon, elefante, error, explosion,

factor, familia, festival, fruta, funeral, galaxia, grupo, helicóptero, hipopótamo, historia, hospital, hotel, hora, humano, idea, identificación, independencia, información, insectos, inspección, inteligencia, invitación, limón, leopard, lección, línea, lista, magia, manera, mapa, memoria, metal, millón, minute, momento, música, objeto, observatorio, occasion, océano, palacio, pánico, parquet, parte, paciencia, perfume, foto, piano, planeta, planes, plantas, problema, radio, rancho, restaurant, reunion, serie, sofa, television, turista, tráfico, uniforme, vegetales)

### **Unit 2 – Spanish and the World Around Me**

- Conjugating regular -ar verbs (cantar, bailar, dibujar, etc.)
- Likes and dislikes: Me gusta(n), A mí también, No me gusta(n), A mí tampoco, Te gusta(n), No te gusta(n),
- Asking about likes and dislikes: ¿Qué te gusta hacer? ¿Qué te gusta más? ¿Te gusta? ¿Y a tí?
- Activities: Bailar, Cantar, Correr, Dibujar, Dormir, Escribir, Escuchar música, Ir a la escuela, Jugar videojuegos, Montar en bicicleta, Nadar, Practicar deportes, Rapear Tocar.... (look up own instrument), Trabajar, Ver la tele, Ver una película
- Emotions - i.e. feliz, triste, cansado/a, aburrido/a, tranquilo/a, enojado/a, nervioso/a, contento/a etc.

### **Unit 3 – Spanish Holidays and Traditions**

- Travel: Clima, Cultura, Pias, Viaje
- Talk about places you go: A la Casa de..., Al centro comercial, Al cine, Al gimnasio, A la iglesia/A la mezquita/Al templo, A la práctica, Al partido, Al restaurante, Al salón de belleza/La peluquería, Al salón de uñas, Al supermercado, A la tienda de ropa, A la tienda de zapatos
- Modes of transportation: el carro/coche, el autobús, el metro, el taxi, la bicicleta, a pie

### **Course Materials and Resources:**

#### **Instructional Resources:**

- Gaab, C., & Matsudaira, R. (2013). *Brandon Brown quiere un perro*. Chandler, AZ: TPRS Publishing
- Slavic, B., & Plante, K. (2017). *The big CI book: A step-by-step guide for world language teachers*. Broek in Waterland: Arcos.

#### **Additional Resources:**

- Internet practice sites – Quizlet, Kahoot, Plickers
- Google Expeditions - [https://edu.google.com/products/vr-ar/expeditions/?modal\\_active=none](https://edu.google.com/products/vr-ar/expeditions/?modal_active=none)



## Recommended Pacing Guide

### Unit 1 – Welcome to Spanish

Unit Guide	# of Lessons	Performance Task
Intro to Spanish	6	Students will participate in an impromptu skit where social amenities, greetings, and preferences are exchanged.
Understanding Cognates	4	Students will read a text, then recognize and translate the cognates that are presented.

### Unit 2 – Spanish and the World Around Me

Unit Guide	# of Lessons	Performance Task
What Do You Like to Do?	3	In Spanish, students will write out a conversation between 2 people using greetings and asking about likes and dislikes. The conversation should end with a farewell.
My Family	2	Students will create a family tree and describe how they are related to each family member.
Understanding Spanish Culture	5	Have students write and present a 90-second presentation on something they choose from Spanish culture. This can include a holiday, event, food, etc. Students should use Spanish vocabulary acquired in as much of the presentation as possible.

### Unit 3 – Spanish Holidays and Traditions

Unit Guide	# of Lessons	Performance Task
Cultural Activities and Holidays	8	Group Presentation – Cultural Connections Project

### Daily Instructional Framework

Component	Instructional Format:
<b>Objective and Standards</b>	<b>Lesson Opening – Immersion Activity (10-15 Minutes)</b> <ul style="list-style-type: none"> <li>▪ Open the lesson by speaking to students in Spanish. Use all of the vocabulary that will be learned throughout the trimester to introduce the lesson. With a partner, have students discuss what they understood. Have students keep a tally of how much they understand each day.</li> </ul>
<b>Daily Teacher Modeling and Explicit Skill or Strategy Instruction</b>	<b>Teacher Direct Instruction and Modeling (10-15 Minutes)</b> <ul style="list-style-type: none"> <li>▪ Using the Gradual Release Model, the teacher models the skill for the day.</li> <li>▪ With different partners, students practice the vocabulary acquisition for the day.</li> </ul>
<b>Practice</b>	<b>Independent Practice (20-25 minutes)</b> <ul style="list-style-type: none"> <li>• Have students practice the skill.</li> </ul>
<b>Immersion Activity</b>	<b>Hands-on Experience (20-25 Minutes)</b> <ul style="list-style-type: none"> <li>▪ Choose an immersion activity for students.</li> </ul>
<b>Wrap-Up</b>	<b>Concluding the Lesson (5 minutes)</b> <ul style="list-style-type: none"> <li>▪ Discussion, and/or formative assessment in Spanish.</li> </ul>

### Immersion Activities

*Immersion activities are a great way for students to practice the language. These activities should be used throughout the course to ensure that students have multiple opportunities to learn the language.*

Title	Description	Duration	Unit
<b>Sell Me Something</b>	Have students bring in something to sell to the class. On the day of their pitch, students will try to sell the item to the class.	2 minutes	1
<b>Historical Figure</b>	Have students learn a portion of a speech from a historical figure and recite it for the class. For cross-curricular purposes, the teacher could have students choose a person that students are learning about in their Social Studies, Math, or Science classes.	2 minutes	2
<b>News Reporter</b>	Students play a short news clip from Social Media or any news outlet. Students then report on the event in Spanish.	2 minutes	2
<b>Lyricist of the Day</b>	Allow students to choose a song – ballad, rap, etc. – to translate and perform in Spanish. This activity would prove beneficial whether presented or not.	90 seconds	1 and 2

<b>Spelling Bee</b>	Place students in teams and allow them to spell words from the language.	15 minutes	1
<b>Google Virtual Fieldtrips</b>	Take students on a Virtual Fieldtrip to Buenos Aires, Argentina. Prior to the Google Expedition, have students research the history of Buenos Aires so that students understand the importance of the plazas and building they will see. <a href="#">Click here</a> for Google Expeditions.	80 minutes (20-30 minute increments for research and 15-20 minutes for the virtual fieldtrip)	3