

Sixth Grade World Language Curriculum

Unit: Life in Mexico		Time: September- November	Standards:
Essential Questions <ul style="list-style-type: none">• Why do people speak different languages?• How is Spanish different from English?• Why is it important for me to learn another language?	Enduring Understandings <ul style="list-style-type: none">• I can name sports and activities unique to Mexico.• I can research and present information using print and non-print sources.• I can discuss information about the sports and activities of Mexico.• I can present information about sports and activities of Mexico in writing using pictures/photographs.• I can compare and contrast sports and activities of Mexico with those in other countries.		7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. 7.1NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT<ul style="list-style-type: none">○ Name at least three sports and activities unique to Mexico such as Lucha Libre, Jai Alai, Charreada, or swim with a whale shark.○ Research the chosen sports/activities using books from a library, textbooks, or the Internet○ Exchange information orally and survey classmates to find out which activity the most students would like to try.○ Discuss information about the sports and activities of Mexico orally with classmates.○ Present information about the sports and activities of Mexico in writing using pictures/photographs using Microsoft Word or Publisher.○ Compare and contrast sports and activities of Mexico with those in other countries using a Venn diagram.			Other Assessments <ul style="list-style-type: none">✓ Formative (On-going): Teacher observation, rubrics✓ Summative (Culminating): Presentational rubric
			Materials <ul style="list-style-type: none">•

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SUGGESTED ACTIVITIES

- Read about sports in Mexico (<http://borderbeat.net/resources/1226-sports-in-mexico>).
- Visit “Actividades México” (<http://actividadesmexico.com/index/>).
- Perform a Google image search the different sports and activities and save safe images on the shared student drive.
- Create surveys either on paper or using the Smart Response clickers.
- Predict which sport will be the most popular.
- Learn vocabulary specific to each sport/activity to expand knowledge.
- List other sports played in Mexico that are more commonplace.
- Play vocabulary games.
- Create a flier featuring three sports or activities with information and pictures to attract tourists to Mexico using Microsoft Word or Publisher.

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

Vocabulary: El fútbol, Corrida de toros, béisbol, El boxeo - lucha libre, El basquetbol, charrería, surf

Cross-Curricular Connections

21st Century Skills

CRP4. Communicate clearly and effectively and with reason.

Technology

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps

SEL

- **Recognize the skills needed to establish and achieve personal and educational goals**
- **Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals**

Language Arts

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

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Unit: Life in Spain	Time: December- February	Standards:				
<table border="1"><thead><tr><th data-bbox="100 267 724 300">Essential Questions</th><th data-bbox="724 267 1354 300">Enduring Understandings</th></tr></thead><tbody><tr><td data-bbox="100 300 724 982"><ul style="list-style-type: none">• Why do people speak different languages?• How is Spanish different from English?• Why is it important for me to learn another language?</td><td data-bbox="724 300 1354 982"><ul style="list-style-type: none">• I can research a sporting event, hobby, or cultural practice of Spain using the Internet.• I can write a short paragraph using information based on research.• I can create a slide or video clip to be used in a digital presentation.</td></tr></tbody></table>		Essential Questions	Enduring Understandings	<ul style="list-style-type: none">• Why do people speak different languages?• How is Spanish different from English?• Why is it important for me to learn another language?	<ul style="list-style-type: none">• I can research a sporting event, hobby, or cultural practice of Spain using the Internet.• I can write a short paragraph using information based on research.• I can create a slide or video clip to be used in a digital presentation.	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p>
Essential Questions	Enduring Understandings					
<ul style="list-style-type: none">• Why do people speak different languages?• How is Spanish different from English?• Why is it important for me to learn another language?	<ul style="list-style-type: none">• I can research a sporting event, hobby, or cultural practice of Spain using the Internet.• I can write a short paragraph using information based on research.• I can create a slide or video clip to be used in a digital presentation.					
<p>Benchmark Assessment(s)</p> <p>➤ SWBAT</p> <ul style="list-style-type: none">○ Research a sporting event, hobby, or cultural practice of Spain using the Internet.○ Write a short paragraph using information based on research about a sporting event, hobby, or cultural practice of Spain.○ Create a slide or video clip to be used in a digital presentation put together by the entire class.		<p>Other Assessments</p> <ul style="list-style-type: none">✓ Formative (On-going): Teacher observation, rubrics✓ Summative (Culminating): Presentational rubric				
		<p>Materials</p> <ul style="list-style-type: none">• tablets• paper• pencils				

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SUGGESTED ACTIVITIES

- View Discovery Education video on “Northern Spain.” (Caution: This video shows clips from a bullfight where the bull dies. Educate students about the bullfight before and provide them with the option to view it.)
- Four-corners debate (http://www.educationworld.com/a_lesson/03/lp304-04.shtml) about bullfighting as a sport.
- Discuss other sports and activities as well as compare and contrast them with those of the United States.
- Students create mini-vocab lessons for other students to complete based on each activity chosen.
- Research sports and activities in Spain. Use Google.es.
- Teacher resource (<http://www.efdeportes.com/efd151/los-juegos-y-deportes-tradicionales-en-espana.htm>)
- Create a slide using Prezi or PowerPoint as a collaborative project. Combine slides to form one presentation about the sports and activities of Spain.

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Work in small groups to research activities.

ENRICHMENT

- Use recording techniques to record and evaluate skills learned.
- Create entire Prezi or PowerPoint presentations individually.
- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

Vocabulary: El ciclismo, El patinaje, El esquí, La natación, El tenis, El estadio, El espectador, El campo, La cancha, El partido, El jugador, El equipo

Cross-Curricular Connections

21st Century Skills: CRP7: Employ valid and reliable research strategies. CRP11: Use technology to enhance productivity.

Technology: 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

SEL: Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.

Language Arts: SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.7.: Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

Sixth Grade World Language Curriculum

Unit: Food of Mexico		Time: March- April	Standards:
Essential Questions <ul style="list-style-type: none">• Why do people speak different languages?• How is Spanish different from English?• Why is it important for me to learn another language?	Enduring Understandings <ul style="list-style-type: none">• I can identify Mexican foods.• I can categorize foods into different groups.• I can identify foods based on short written and oral descriptions.• I can express preference for different Mexican foods.	<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT<ul style="list-style-type: none">○ Identify Mexican foods included in the vocabulary list by name and picture.○ Categorize the foods into different groups that would be part of a menu (E.g. appetizer, main dish, dessert, beverage, etc.).○ Identify the foods based on short written and oral descriptions from a real menu or recipe book.○ Express preference for different Mexican foods using “Me gusta...” or “No me gusta...” through a poll taking program (Poll Daddy, Weebly) online.		Other Assessments <ul style="list-style-type: none">✓ Formative (On-going): Teacher observation, rubrics✓ Summative (Culminating): Presentational rubric	
		Materials <ul style="list-style-type: none">•	

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SUGGESTED ACTIVITIES

- Explore Mexican food menus in Spanish and English (<http://lindomexicorestaurant.com/ESPECIALIDADES.html>, http://lataqueriaxela.blogspot.com/2014_05_01_archive.html).
- Explore recipes (<http://www.recetas-mexicanas.org/>).
- Use Smart Notebook to drag and drop food names/pictures into different menu categories.
- Translate recipes into English.
- Make a list of cognates (taco, burrito, quesadilla, etc.) that are used in the United States.
- Learn the names of special ingredients like habaneros, chiles, poblano, etc.
- Watch a video of Traditional Mexican Cuisine from UNESCO (<http://youtu.be/VhZ-EKPPQkU>).
- Use Poll Daddy or the poll feature of Weebly websites to gather information about student preferences and to facilitate the exchange of information digitally.

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
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Vocabulary: taco, quesadilla, tamales, sopapilla, nopalito, burrito, chile relleno, mole, churros, ceviche, téjamaica, chocolate caliente, guacamole, ensalada

Cross-Curricular Connections

21st Century Skills

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Technology

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