

**Preston Public Schools
Preston, CT**

**World Language Curriculum – Spanish
6th Grade**

Performance Standards	Receptive Skills (Speaking/Listening /Reading)	Production Skills (Writing/Presenting)	Assessment
1. Communication: Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.			
<i>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i> Students will be able to:			
--Describe people, places and things when asked simple probing questions.		X	--Rubric (content); --Technology-based assessment; --Written assessment.
--Describe locations of objects and people.		X	--Rubric (content).
--Participate in simple, age appropriate social interactions.	X	X	--Anecdotal assessment.
--Participate in extended, teacher-led conversations.	X	X	--Anecdotal assessment.
--Use expressions for managing conversations, i.e., show interest in what others are saying, take the floor, ask for help, check comprehensions.	X		--Anecdotal assessment
--Use and respond to culturally appropriate nonverbal cues to communicate spoken messages and maintain listening comprehension.	X		--Anecdotal assessment

--Pronounce in Spanish to a comprehensible level.		X	--Observation; --Rubric (fluency).
<i>Interpretive Communication:</i> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Students will be able to:			
--Respond to questions regarding group-read texts, specifically related to literal comprehension.	X	X	--Written assessment specific to text.
--Respond to fact-based questions regarding information presented by students, the instructor, or via media.	X	X	--Rubric (content); --Written assessment.
--Comprehend the content of ability-appropriate primary sources on familiar topics (i.e., personal letters, pamphlets, illustrated newspaper and magazine articles, advertisements).	X	X	--Written assessment.
--Paraphrase information derived from texts.	X	X	--Written assessment.
--Learn and apply new vocabulary.			--Written assessment.
<i>Presentational Communication:</i> 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. Students will be able to:			
--Present basic information on a specific topic to the class in a planned format.		X	--Rubric (fluency).
--Use repetition, rephrasing and gestures to assist them in communicating their meaning in Spanish.		X	--Observation.
2. Cultures: Students interact with cultural competence and understanding.			
<i>Relating cultural practice/products to perspectives:</i> Learners use the language to investigate, explain, and reflect on the relationships between the practices/products and perspectives of the cultures studied. Students will be able to:			
--Understand that differing perspectives exist regarding everyday themes.	N/A	N/A	Not assessed.
--Evidence awareness of the size and scope of the Spanish-speaking world.	N/A	N/A	Not assessed.

3. Connections: Students 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>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.</i>			
Students will be able to:			
--Process basic level mathematics in the target language.	N/A	N/A	--Observation.
--Identify parts and systems of the human body.	N/A	N/A	--Observation
4. Comparisons: Students develop insight into the nature of language and culture in order to interact with cultural competence.			
<i>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.</i>			
Students will be able to:			
Identify words that have similar roots in Spanish and English.	N/A	N/A	Not assessed.
<i>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.</i>			
Students will be able to:			
--Comprehend the phenomenological nature of their perspective of the world and their place within it.	N/A	N/A	Not assessed.
5. Communities: Students communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.			
<i>Lifelong learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>			
Students will be able to:			
--Understand the impact and importance of multiple languages on their personal and professional goals both in higher level educational circumstances as well as in life in general.	N/A	N/A	Not assessed.