

SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: Spanish

Course Length: Full Year

Grade: 6th Grade

Date Last Approved: March 18, 2021

Stage 1: Desired Results

Course Description and Purpose:

The vision of the Swallow Spanish language program is to equip students with the skills to communicate in multiple contexts as a contributing global citizen.

The mission is to provide high quality Spanish instruction within a nurturing environment at a developmentally critical time in a student's language development. Students will be able to communicate in Spanish while being exposed to the practices and perspectives unique to Spanish-speaking cultures.

During 6th grade, students will advance through the novice levels and enter the Intermediate levels of ACTFL proficiency scale. The program is thematically based covering the themes of "Let Me Introduce My Family", "My House is Your House" and "My Daily Grind."

Enduring Understanding(s):

- Students will understand that families and homes are special and unique to all of us.

Essential Question(s):

- Who is my family?
- Where do I live?
- How am I a productive and helpful member of my family?

Learning Targets:

#1. Interpersonal -Students can engage in conversations to provide and obtain information, explain feelings, express emotions and exchange opinions on familiar topics.

#2. Interpretive - Students can understand written and spoken instructions and texts appropriate to their level.

#3. Presentational - Students can communicate basic information on familiar topics; orally and in writing.

Stage 2: Learning Plan

I. Welcome to Language Class

- A. What is Proficiency
- a. Levels of Proficiency
 - b. Progression through the levels
 - c. Modes of Communications
 - d. Language Goal setting

Standards: World-Readiness Standards:

Making Connections
Language Comparisons

Learning Targets Addressed:

#1. Interpersonal -Students can engage in conversations to provide and obtain information, explain feelings, express emotions and exchange opinions on familiar topics.

#2. Interpretive - Students can understand written and spoken instructions and texts appropriate to their level.

#3. Presentational - Students can communicate basic information on familiar topics; orally and in writing.

Key Resources Used

- Duolingo
- Señor Wooly
- FVR Library
- YouTube
- Conjuguemos
- Somos

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"> • Identify levels of proficiency • Identify modes of communication
Formative	Knowledge	<ul style="list-style-type: none"> • Explain the levels of proficiency
Summative	Skill	<ul style="list-style-type: none"> • Students set and monitor proficiency goals

II. Let Me Introduce my Family

- A. Members of Family
- B. Relationships among Family members
- C. Ages
- D. Pets

Standards:World Readiness Standards

Interpersonal Communication
 Interpretive Communication
 Presentational Communication
 Making Connections
 Language Comparisons
 School and Global Communities

Learning Targets Addressed:

#1. Interpersonal -Students can engage in conversations to provide and obtain information, explain feelings, express emotions and exchange opinions on familiar topics.

#2. Interpretive - Students can understand written and spoken instructions and texts appropriate to their level.

#3. Presentational - Students can communicate basic information on familiar topics; orally and in writing.

Key Resources Used

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Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"> Identify and list essential vocabulary and language chunks Answer yes/no questions about themselves, family members, etc.
Formative	Knowledge Skill Reasoning	<ul style="list-style-type: none"> Identify and list essential vocabulary and language chunks Interviews Written summaries and presentation of interviews Compare and contrast of family members and families of others Response questions to readings
Summative	Knowledge Skill Reasoning Product	<ul style="list-style-type: none"> Interviews Written summaries and presentation of interviews using vocabulary and language chunks Compare and contrast of family members and families of others

III. My house is your house

- A. Where do I live?
- B. Where things are inside my home
- C. Where things are outside my home

Standards: World Readiness Standards

Interpersonal Communication
 Interpretive Communication
 Presentational Communication
 Making Connections
 Language Comparisons
 School and Global Communities

Learning Targets Addressed:

#1. Interpersonal - Students can engage in conversations to provide and obtain information, explain feelings, express emotions and exchange opinions on familiar topics.

#2. Interpretive - Students can understand written and spoken instructions and texts appropriate to their level.

#3. Presentational - Students can communicate basic information on familiar topics; orally and in writing.

Key Resources Used

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- Somos

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"> Identify and list essential vocabulary and language chunks Answer yes/no questions about their homes
Formative	Knowledge Skill Reasoning	<ul style="list-style-type: none"> Identify and list essential vocabulary and language chunks Written summaries and presentation of homes Compare and contrast of homes/rooms Response questions to readings
Summative	Knowledge Skill Reasoning Product	<ul style="list-style-type: none"> Written summaries and presentation of homes/rooms using vocabulary and language chunks Compare and contrast homes and homes around the world

IV. My Daily Grind

- A. Chores
- B. How do I help my family around the house?
- C. Daily free time activities in rooms of the home

Standards:

Interpersonal Communication
 Interpretive Communication
 Presentational Communication
 Acquiring Information and Diverse Perspectives
 Cultural Comparisons

Learning Targets Addressed:

#1. Interpersonal -Students can engage in conversations to provide and obtain information, explain feelings, express emotions and exchange opinions on familiar topics.

#2. Interpretive - Students can understand written and spoken instructions and texts appropriate to their level.

#3. Presentational - Students can communicate basic information on familiar topics; orally and in writing.

Key Resources Used

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Assessment Map:

Type	Level	Assessment Detail
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	Practice	Knowledge	<ul style="list-style-type: none"> • Identify and list essential vocabulary and language chunks • Answer yes/no questions about chores, family member responsibilities, free time activities
	Formative	Knowledge Skill Reasoning	<ul style="list-style-type: none"> • Identify and list essential vocabulary and language chunks • Written summaries and presentation of responsibilities and leisure activities • Compare and contrast of responsibilities • Response questions to readings
	Summative	Knowledge Skill Product	<ul style="list-style-type: none"> • Written descriptions and presentation of household responsibilities and leisure activities using vocabulary and language chunks • Students will create and present a storyboard (or similar visual representation) of chores that need to be completed before a special event.