**Course Name: Spanish – Grade 6**

**Prerequisite: None**

**Course Code #: M5612** **Level: n/a** **Year: 3X** **Credits: n/a**

## Course Description:

In sixth grade, students study Spanish three days in a six-day cycle. Through this course, students continue their study of Spanish, building upon language and skills introduced in the elementary Spanish and 5th grade Spanish programs via thematic units of study that focus on common informal settings and aspects of daily life. Emphasis is placed on using the language communicatively, and instruction is primarily in the target language. Student-centered activities actively engage the learners in demonstrating language proficiency.

**Course Proficiencies:** Students who successfully complete this course will have developed the ability to communicate at the novice-high proficiency level in three modes of communication:

- Interpretive - the ability to understand spoken and written communication within appropriate cultural contexts;
- Interpersonal - the ability to engage in direct oral and/or written communication with others; and
- Presentational - the ability to present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction.

In addition, students will have developed Intercultural Communication skills at the Novice proficiency level. The American Council on the Teaching of Foreign Languages has defined this these novice skills in terms of "Can-Do" statements. In this course students will target the following "Can-Do" statements for Intercultural Communication:

- *In my own and other cultures, I can identify products and practices to help me understand perspectives.*
- *I can interact at a survival level in some familiar everyday contexts.*

Lastly, students will acquire language skills in the five areas outlined in the National Standards for Learning Languages: Communication, Cultures, Connections, Comparisons, and Communities, also known as The Five C's of world language education.

***Alignment to New Jersey Student Learning Standards:***

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas. These areas include: 21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts

and World Languages. The standard for language learning in New Jersey reinforces the reading, writing, speaking and listening skills that are targeted across the standards for each content area.

The 2014 New Jersey Student Learning Standard for World Languages is as follows:
*7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.*

This standard is further divided into proficiency levels and three strands, one for each mode of communication. The proficiency levels are in line with the national performance descriptors as released by the American Council on the Teaching of Foreign languages. These guidelines indicate six different levels of proficiency that can be expected at the K-12 level of language learning. Throughout the course, students will be working to demonstrate proficiency at the Novice High levels in all three modes of communication including: interpretive communication, interpersonal communication and presentational communication. The specific standards for this course are outlined below within in each mode of communication.

## Interpretive Mode

**Students will develop the ability to:**

1. Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes. (7.1.NH.A.1)
2. Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. (7.1NH.A.2)
3. Recognize some common gestures and cultural practices associated with target culture(s). (7.1.NH.A.3)
4. Identify people, places, objects, and activities in daily life based on oral or written descriptions. (7.1.NH.A.4)
5. Demonstrate comprehension of short conversations and brief written messages on familiar topics. (7.1.NH.A.5)
6. Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations. (7.1.NH.A.7)
7. Identify some unique linguistic elements in English and the Spanish language. (7.1.NH.A.8)

## Interpersonal Mode

**Students will develop the ability to:**

1. Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. (7.1.NH.B.1)
2. Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities. (7.1.NH.B.2)
3. Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. (7.1.NH.B.3)
4. Ask and respond to questions, make requests, and express preferences in various social situations. (7.1.NH.B.4)
5. Converse on a variety of familiar topics and/or topics studied in other content areas. (7.1.NH.B.5)

## Presentational Mode

**Students will develop the ability to:**

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. (7.1.NH.C.1)
2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. (7.1.NH.C.2)
3. Describe in writing people and things from the home and school environment. (7.1.NH.C.3)
4. Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. (7.1.NH.C.4)
5. Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives. (7.1.NH.C.5)

In addition to focusing on the NJSLS 7.1 for World Languages this course will also incorporate the following NJSLS for Educational Technology 8.1 and NJSLS for 21st Century Life and Careers:

**Educational Technology (NSLS 8):**

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

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8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

8.1.8.E.1 Effectively use a variety of search tools and filters to find information to solve a real world problem.

8.1.8.F.1 Explore a cultural issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

**21st Century Life and Careers (NJSLS 9):**

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

**NJ Career Readiness Practices:**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Assessment Criteria:** Teachers utilize student observation checklists, formative assessments, daily participation, tests, quizzes, homework, interpretive, interpersonal and presentational tasks and assessments, projects, integrated performance assessments, student self-assessments and peer assessments to evaluate the progress and/or achievement of the above stated proficiencies. Various digital tools and authentic resources will be used throughout the assessment process during the course.