



Spanish 6

Grade(s):	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/> Other _____
Discipline/Course:	Discipline: World Languages Course: Spanish 6		
Course Title:	Spanish 6		
Prerequisite(s):	Spanish 5 <i>or</i> Spanish 5 H <i>or</i> Teacher Recommendation		
Course Description: <i>Program of Studies</i>	The Spanish six-course explores family values and life, factors that impact quality of life, scientific and technological innovations, and factors that shape individual, cultural, and national identities. In this course, students will improve their listening, speaking, reading, and writing skills in Spanish through interactive activities and assessments. They will explore Spanish-speaking communities' cultural practices, products, and perspectives, fostering a deeper appreciation of cultural diversity. Students will develop critical thinking skills by analyzing and discussing contemporary issues, historical events, and cultural phenomena. Additionally, they will connect language learning to other disciplines such as history, sociology, and the arts to gain a holistic understanding of the Spanish-speaking world.		
Course Essential Questions:	<ul style="list-style-type: none"> ● What constitutes a family in today's society? ● What are some important aspects of family values and family life? ● What challenges do families face in today's world? ● How do families celebrate important events in Spanish-speaking communities? ● How does one define quality of life? ● How do aspects of everyday life influence and relate to the quality of life? ● How does where one lives impact their quality of life? 		

	<ul style="list-style-type: none"> • What factors drive innovation and discovery in the fields of science and technology? • What role do ethics play in scientific advancement? • What are the social consequences of scientific or technological advancements? • How does one’s identity evolve? • How does language shape our cultural identity? • How does the art of a community reflect its public identity? 	
Course Enduring Understandings:	<ul style="list-style-type: none"> • Family structures in Spanish-speaking societies vary widely, shaped by cultural, social, and historical influences. Strong family values emphasize close-knit relationships, respect for elders, and deep connections within the community. However, modern families also navigate challenges such as economic pressures, migration, and evolving social norms, all of which impact family dynamics and roles. • Socioeconomic factors and cultural values play a role in determining the age of emancipation. Everyday aspects of life, such as employment, education, healthcare, and social interactions, directly affect the overall quality of life. Additionally, geographic location, access to resources, and political climate have a significant impact. Personal experiences, cultural background, and societal influences further shape individual perceptions of what defines a good quality of life. • Scientific and technological advancements impact societies in diverse ways. As technology progresses rapidly, it raises ethical challenges that each society must navigate. In turn, societies adapt and transform in response to these developments. At the same time, scientific and technological advancements continue to evolve to fulfill society's ever-changing needs. • Identity is continually evolving and shaped by personal experiences, social interactions, and cultural influences. Language is vital to expressing cultural beliefs, values, and traditions. Similarly, art powerfully reflects a community’s identity, preserving its history, values, and aspirations. 	
Duration: Credit:	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year	<input type="checkbox"/> 0.5 Credit (s) <input checked="" type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s) <input type="checkbox"/> N/A

Course Materials/Resources:	<p> “Balada de los abuelos” by Nicolás Guillén “Peso ancestral” by Alfonsina Storni <u>Diarios de Motocicleta</u> directed by Walter Salles “La vida es un carnaval” by Celia Cruz “Nosotros, no” by José Bernardo Adolph “El clon” directed by Mateo Ramírez Louit “Memorial de las locas en la Plaza de Mayo” by Marjorie Agosín <u>Historia Oficial</u> directed by Luis Puenzo </p> <p> Spanish-language news outlets (e.g., El País, BBC Mundo, CNN en Español) YouTube channels focusing on Spanish language & culture Cultural reference websites for Hispanic cultures Spanish-language streaming content platforms </p>
FPS Course Academic Expectation(s):	<ul style="list-style-type: none"> <input type="checkbox"/> Exploring and Understanding (EU) <input checked="" type="checkbox"/> Synthesizing and Evaluating (SE) <input type="checkbox"/> Creating and Constructing (CC) <input checked="" type="checkbox"/> Conveying Ideas (CI) <input type="checkbox"/> Collaborating Strategically (CS) <input type="checkbox"/> Using Communication Tools (UCT)
Year at a Glance (Units):	<p> Unit 1 - Families in Different Societies (~ 10 weeks) Unit 2 - Factors That Impact the Quality of Life (~ 10 weeks) Unit 3 - The Effects of Science and Technology in Our Lives (~ 10 weeks) Unit 4 - The Influence of Language and Culture on Identity (~ 10 weeks) </p>

Unit Number and Title:	Unit 1 - Families in Different Societies
Duration:	~10 weeks
Resource(s):	<p>“Balada de los abuelos” by Nicolás Guillén “Peso ancestral” by Alfonsina Storni</p> <p>Spanish-language news outlets (e.g., El País, BBC Mundo, CNN en Español) YouTube channels focusing on Spanish language & culture Cultural reference websites for Hispanic cultures Spanish-language streaming content platforms</p>
Unit Overview:	In this unit, students will explore the family structures in Spanish-speaking societies, including nuclear, extended, and single-parent families. They will discuss the core values important in Spanish-speaking families, such as respect, loyalty, and solidarity. Students will also examine the challenges families face today, including economic difficulties, migration, and changing social norms.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpretive Communication (Standard 1.2) ● Interpersonal Communication (Standard 1.1) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2)

	<p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
<p>Essential Question(s):</p>	<ul style="list-style-type: none"> ● What constitutes a family in today’s society? ● What are some important aspects of family values and family life? ● What challenges do families face in today’s world? ● How do families celebrate important events in Spanish-speaking communities?
<p>Enduring Understanding(s):</p>	<ul style="list-style-type: none"> ● Family structures in Spanish-speaking societies vary widely, shaped by cultural, social, and historical influences. Strong family values emphasize close-knit relationships, respect for elders, and deep connections within the community. However, modern families also navigate challenges such as economic pressures, migration, and evolving social norms, all of which impact family dynamics and roles.
<p>Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)</p>	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● vocabulary related to families. ● the family structures and relationships in Spanish-speaking societies include nuclear, extended, and single-parent families. ● forms and uses of the subjunctive (present and past) in noun and adverbial clauses. ● multiple time frames (indicative tenses). <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● read, listen to, and comprehend authentic texts and spoken Spanish about family life and values in Spanish-speaking societies. ● engage in conversations with peers about family-related topics, asking and answering questions,

and expressing opinions in Spanish.

- identify the cultural perspectives that influence family life and values in Spanish-speaking societies.
- use the subjunctive mood to explain family traditions and customs.

Unit Number and Title:	Unit 2 - Factors that Impact the Quality of Life
Duration:	~10 weeks
Resource(s):	<p><u>Diarios de Motocicleta</u> directed by Walter Salles “La vida es un carnaval” by Celia Cruz</p> <p>Spanish-language news outlets (e.g. El País, BBC Mundo, CNN en Español) YouTube channels focusing on Spanish language & culture Cultural reference websites for Hispanic cultures Spanish-language streaming content platforms</p>
Unit Overview:	In this unit, students will examine what affects people's quality of life in Spanish-speaking communities. Students will study topics like access to education and healthcare, economic challenges, cultural traditions, and the differences between living in cities and rural areas. Students will learn how society and individual well-being are connected using articles, videos, charts, and stories. They will also compare these factors to their lives, helping them improve their Spanish skills and better understand other cultures.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpretive Communication (Standard 1.2) ● Interpersonal Communication (Standard 1.1) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1)

	<ul style="list-style-type: none"> ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<ul style="list-style-type: none"> ● How does one define quality of life? ● How do aspects of everyday life influence and relate to the quality of life? ● How does where one lives impact their quality of life?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Socioeconomic factors and cultural values play a role in determining the age of emancipation. Everyday aspects of life, such as employment, education, healthcare, and social interactions, directly affect the overall quality of life. Additionally, geographic location, access to resources, and political climate have a significant impact. Personal experiences, cultural background, and societal influences further shape individual perceptions of what defines a good quality of life.
<p>Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)</p>	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● vocabulary related to independence, employment, quality of life, and social-political environment. ● the impact of income, employment, and economic stability on an individual's independence and quality of life. ● the importance of family, community, and social support systems in enhancing the quality of life. ● how cultural values and traditions shape perceptions of what constitutes a good quality of life. ● Future and conditional in the indicative mood ● <i>Si</i> (if) clauses.

Skills: (Students will be able to...)

- read, listen to, and comprehend authentic texts and spoken Spanish about factors impacting the quality of life in Spanish-speaking societies.
- engage in conversations with peers about factors affecting the quality of life.
- understand and appreciate the cultural perspectives that influence perceptions of quality of life in Spanish-speaking societies.
- use *if* clauses to explain causes and effects and hypothetical situations related to emancipation and quality of life.

Unit Number and Title:	Unit 3 - The effects of science and technology on our lives
Duration:	~10 weeks
Resource(s):	<p>“Nosotros, no” by José Bernardo Adolph “El clon” directed by Mateo Ramírez Louit</p> <p>Spanish-language news outlets (e.g. El País, BBC Mundo, CNN en Español) YouTube channels focusing on Spanish language & culture Cultural reference websites for Hispanic cultures Spanish-language streaming content platforms</p>
Unit Overview:	In this unit, students will explore how past scientific discoveries and technological innovations have shaped modern society. They will examine how technology influences our daily routines, communication, and lifestyle. Students will also investigate the ethical dilemmas and societal challenges of new technologies.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpretive Communication (Standard 1.2) ● Interpersonal Communication (Standard 1.1) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2)

	<p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
<p>Essential Question(s):</p>	<ul style="list-style-type: none"> ● What factors drive innovation and discovery in the fields of science and technology? ● What role do ethics play in scientific advancement? ● What are the social consequences of scientific or technological advancements?
<p>Enduring Understanding(s):</p>	<ul style="list-style-type: none"> ● Scientific and technological advancements impact societies in diverse ways. As technology progresses rapidly, it raises ethical challenges that each society must navigate. In turn, societies adapt and transform in response to these developments. At the same time, scientific and technological advancements continue to evolve to fulfill society's ever-changing needs.
<p>Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)</p>	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● vocabulary related to technological advancements and scientific discoveries. ● ethical issues related to scientific and technological innovations. ● direct and indirect object pronouns. ● gerunds/the present and past progressive. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● read, listen to, and comprehend authentic texts and spoken Spanish related to scientific and technological innovations in the Spanish-speaking world. ● engage in conversations with peers about the role of technology in daily life. ● understand ethical debates related to scientific and technological advances. ● write and speak more concisely using object pronouns to replace nouns. ● discuss current situations and past processes related to science and technology using gerunds.

Unit Number and Title:	Unit 4 - The Influence of Language and Culture on Identity
Duration:	~ 10 weeks
Resource(s):	<p>“Memorial de las locas en la Plaza de Mayo” by Marjorie Agosín <u>Historia Oficial</u> directed by Luis Puenzo</p> <p>Spanish-language news outlets (e.g. El País, BBC Mundo, CNN en Español) YouTube channels focusing on Spanish language & culture Cultural reference websites for Hispanic cultures Spanish-language streaming content platforms</p>
Unit Overview:	In this unit, students will examine how language influences personal and cultural identity and explore cultural practices and traditions that shape identity in Spanish-speaking communities. Students will also understand the historical development of language and its impact on cultural identity. Furthermore, students will discuss how technology influences the development of personal and public identity and analyze multiculturalism's effects on identity in Spanish-speaking societies.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpretive Communication (Standard 1.2) ● Interpersonal Communication (Standard 1.1) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1)

	<ul style="list-style-type: none"> ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<ul style="list-style-type: none"> ● How does one’s identity evolve? ● How does language shape our cultural identity? ● How does the art of a community reflect its public identity?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Identity is shaped by personal experiences, social interactions, and cultural influences, and is continually evolving. Language is vital to expressing cultural beliefs, values, and traditions. Similarly, art powerfully reflects a community’s identity, preserving its history, values, and aspirations.
<p>Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)</p>	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● vocabulary related to public, personal, and collective identities. ● what constitutes identity? ● elements that shape one’s identity and self-image. ● how language and culture influence public and personal identity. ● how the arts are used to reflect one’s identity. ● the impact of cultural values and traditions on personal and public identities. ● review of relevant grammatical structures. <p>Skills: (Students will be able to...)</p>

- read, listen to, and comprehend authentic texts and spoken Spanish related to personal and public identities.
- engage in conversations with peers on topics related to personal and public identities.
- explain the impact of personal beliefs and cultural values on identity.
- compare how different cultures view and express personal and public identities.
- present information about factors that impact cultural diversity, national and ethnic identities, social dynamics, and historical events that shape personal and public identities.