

World Language Department – Cambridge Public Schools

Language: 6th grade - Upper School Spanish

Name of Unit/Level: Intro unit/ Para Empezar

The Upper School Spanish program is based on the belief that the purpose of learning Spanish is to communicate with people who speak it and also understand their cultures. Rigorous lessons and activities are structured for pair and group interaction, thus all students find themselves active participants in every lesson. Our goal is to provide a multisensory approach to language learning in order to address the different learning styles and abilities that each student brings to the classroom in order to create a joyful and culturally responsive learning environment.

Unit - Summative Performance Tasks

Interpretive

Students will be asked to listen to and understand people as they greet each other and introduce themselves.

Students will be asked to listen to and understand news and weather reports where someone is announcing the current date and time.

Students will be able to read and understand a weather description for a given day.

Students will be able to read a list of school supplies and identify what supplies they would need for their classes.

Students will be able to understand and respond accordingly to classroom commands.

Presentational

Students will create “La Tira Cómica” comic strips where they create characters that introduce themselves, ask each other’s names, and how they are and demonstrate an understanding of the Tú vs. Ud. register. Students will also have the opportunity to expand the information given to include age, asking and telling their birthday, and talking about the weather.

Interpersonal

Students will do interviews and role-plays of the following scenarios:

- meeting a new friend in school /introducing themselves
- asking and giving information about how they are
- asking and giving information about what school items they need for school
- talking about the weather and seasons they like

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Unit - Can Do Statements	
Interpretive	<p>Students can read, listen, and understand information on:</p> <ul style="list-style-type: none">• greetings and introductions• greeting and saying goodbye to someone their own age and to an adult• numbers 0-100 and mathematical symbols• telling time• the alphabet• identifying parts of the body• classroom objects and commands• weather and seasons
Presentational	<p>Students can present information on or about:</p> <ul style="list-style-type: none">• appropriate greetings and introductions• writing the correct numbers of or for things• using Spanish alphabet• dates and days of the week• seasons and the weather
Interpersonal	<p>Students can:</p> <ul style="list-style-type: none">• greet and introduce themselves to others• use correct leave-taking phrases• ask how others are• provide others with the correct numbers of or for things• ask and tell the correct time• talk about their classroom and the objects in it• ask and tell the correct day of the week and date• talk about the weather

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Summary	Transfer	Mass. World Language Standards
<p><i>Para Empezar</i> introduces students to the vocabulary needed for greetings, introductions, numbers, and telling time. In addition students will learn basic classroom and school vocabulary and weather terms.</p>	<p><i>Students</i> will be able to independently use their learning to engage in conversation , ask and answer questions in order to...</p> <ul style="list-style-type: none"> ● communicate effectively in various mediums for a variety of audiences and scenarios. ● acknowledge and appreciate the connections between language and culture and how deeply they influence one another. ● use language learning strategies and tools to help them communicate more effectively. 	<p>Massachusetts [FL 5-8 C] 1.10</p> <p>Foreign Language > Stage 2 > Communication > Students of modern languages will converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions. Students of classical languages will engage in simple oral exchanges and will develop reading skills with discussions of texts conducted in English.</p> <p>Exchange opinions about people, activities, or events</p>
<p>Pacing /Number of weeks: 12</p>	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand..</i></p> <ul style="list-style-type: none"> ● that communication in at least one other language allows people to obtain information, express feelings, and exchange opinions with a wider audience ● that structures and writing systems of Spanish and English have similarities and differences. ● communicating in at least one other language helps to gain knowledge of other cultures. ● that the goal is effective communication, not word-for-word translation. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How are introductions different between Americans and those from other cultures? ● In what way does a typical American classroom differ from a classroom in a Spanish speaking country? ● How does the American school day/week compare to one in an Hispanic country? ● How does learning about the Aztecs, Mexico, and the Spanish language interconnect? ● How can you incorporate telling time into an everyday conversation?

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Sources/Texts	<i>Acquisition</i>	
<p>Realidades A: Text and Online resources</p> <p>Spanish Newspapers: El Planeta and El País</p> <p>Videos:</p> <p>School Supplies/Target: https://www.youtube.com/watch?v=OpWMZmADGcw</p> <p>Buena Suerte: Use day <u>after</u> teaching school supplies asna review.. https://www.youtube.com/watch?v=w5At-69U6cM</p>	<p><i>Students will know...</i></p> <p>Students will know vocabulary for:</p> <ul style="list-style-type: none"> ● Greetings ● Telling their name and asking others their names ● Classroom commands and objects ● Days and months ● Numbers 0-100 ● Telling time ● Weather and seasons ● Spanish alphabet 	<p><i>Students will be skilled at...</i></p> <p>Students will be skilled at ...</p> <ul style="list-style-type: none"> ● introducing themselves, responding to and initiating greetings, responding to basic classroom commands , and identifying classroom objects in their backpacks and in the classroom. ● using the appropriate register for adult vs. peer ● using numbers 0-100 in telling time and discussing dates. ● responding to commands using the correct body part ie.: Levanta la mano. Pasa a la pizarra, etc. ● telling what day and time personal activities are done. ● telling the daily weather and describe weather for each season. ● spelling words using the Spanish alphabet.

Stage 1 Desired Results

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
<p>Performance Task 1: Activities 1 & 2</p> <ul style="list-style-type: none"> ● Understand and identify correct greetings and introductions vocabulary. ● Demonstrate understanding of the <i>Tú</i> vs. <i>Usted</i> register . <p>Performance Task 2</p> <ul style="list-style-type: none"> ● Understand and identify correct vocabulary of telling time and date ● Demonstrate understanding of a weather report for a given day by answering questions about date, weather, temperature, etc. 	<p>Curriculum Embedded Performance Assessment</p> <p><u>Performance task 1:</u> Listening Activities 1 & 2</p> <p><u>Interpretive Mode</u></p> <p><u>Activity 1:</u> Students will be asked to listen to and understand people as they greet each other and introduce themselves. Students will be asked to answer the following questions:</p> <ul style="list-style-type: none"> ● What is the time of day? ● Was the greeting directed to an adult? ● How did the person respond? <p><u>Activity 2:</u> Students will be asked to listen to and understand someone announcing the current date and time. Students will be asked to answer the following questions:</p> <ul style="list-style-type: none"> ● What is the time of day? ● What is the date? <p><u>Performance task 2:</u> Reading Activities 1 & 2</p> <p><u>Interpretive Mode</u></p> <p><u>Activity 1:</u> Students will read and understand a weather report for a given day. Students will be asked to answer the following questions:</p> <ul style="list-style-type: none"> ● What is the date? ● What is the weather? ● What are the high and low temperatures? ● What season do you think it is?

Performance Task 3

- Correct use of greetings and introductions vocabulary.
- Grammatically correct
- Clear and detailed exchange of information
- Correct pronunciation
- Successfully convey information to an audience.

Performance task 3: Writing and Oral Activity (greetings)

Presentational Mode

Students will create “La Tira Cómica” comic strips, where they create characters that:

- introduce themselves
- ask each other’s names and how they are
- ask and tell ages and birthdays
- comment on the weather

Performance Task 4

- Correct use of greetings and introductions vocabulary.
- Grammatically correct
- Clear and detailed exchange of information
- Correct pronunciation
- Successfully exchange information

Performance Task 4: Interview activity

Interpersonal Mode

It is the first day of school and there are several new students. Your teacher asks you to introduce yourselves and help the “break the ice”. You and a classmate will take turns interviewing each other in the target language. The goal of your interview is to find out as much information as you can about your classmate. You may choose from the following prompts / questions to get started:

1. Tell me about yourself. (Name, origin, how old you are, etc.)
2. What are you like?(Personality, physical descriptions)

OTHER EVIDENCE

- Daily Do Now
- Daily activities: written/pair work/projects
- Exit Ticket

Stage 3 – Learning Plan