**Greenwich-Stow Creek Partnership Schools**

Content Area: Spanish Grade: 6th

**Big Ideas**  **Standard**

**Language and culture are mutually interdependent.**

**Communication is the ability to understand and be understood in real world situations.**

**7.1 All students will be to communicate at a basic literacy level in another**

**language other than English.**

**7.2 All students will be able to understand the interrelationship between language and culture.**

***Program Components***

***Learning***  ***Enduring Understandings***  ***Essential Questions***  ***Areas of Focus***  ***Assessments***  ***(Learning Activities)***

***Progressions***  ***(Indicators)***

I**nterpretive**

**Mode**

7.1.NH.A.1 7.1.NH.A.2 7.1.NHA.3 7.1.NMA.4 7.1NH.A.5

Learning about family traditions allows for a better understanding

of similarities and differences across cultures.

Learning about folktales, fables a

and literature illustrates aspects

f a culture in a way that captures

How does learning about

family traditions and

structures help to

understand culture?

How does learning about

Hispanic folktales,

fables and literature help

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Learn to name and

identify family members

in the target language.

Students learn to

describe their own

family

Teacher made tests and quizzes.

Conversational case scenarios

Design an

imaginary/real

•

•

Students work

in pairs to

formulate a family tree

Memory games to reinforce

**Interpersonal** the imagination.

**Mode**

to acquire a better

knowledge of other

•

Students learn about

Hispanic family

family tree and

label with the

information.

7.1NH.B.1

7.1NH.B.2 7.1NM.B.3 7.1NH.B.4 7.1NH.B.5

**Presentational**

**Mode**

7.1NM.C1 7.1NM.C2 7.1NH.C3 7.1NM.C4 7.1NM.C5

I**nterpretive**

Expanding language through

additional vocabulary helps to

enhance communication and fluency.

cultures?

How does acquiring

additional vocabulary

help to build a

foundation for fluency?

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traditions through literature.

Students listen to stories

about the Mayans,

Aztecs, Incas and other indigenous cultures and

their contributions to humanity.

Learn to state the date,

weather, and seasons

vocabulary learned

Class presentations Student reflections

and class

discussions

Role play

Alphabet book

project

Menu project

Architecture

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Students copy

family

vocabulary.

Stories about

families

within cultural

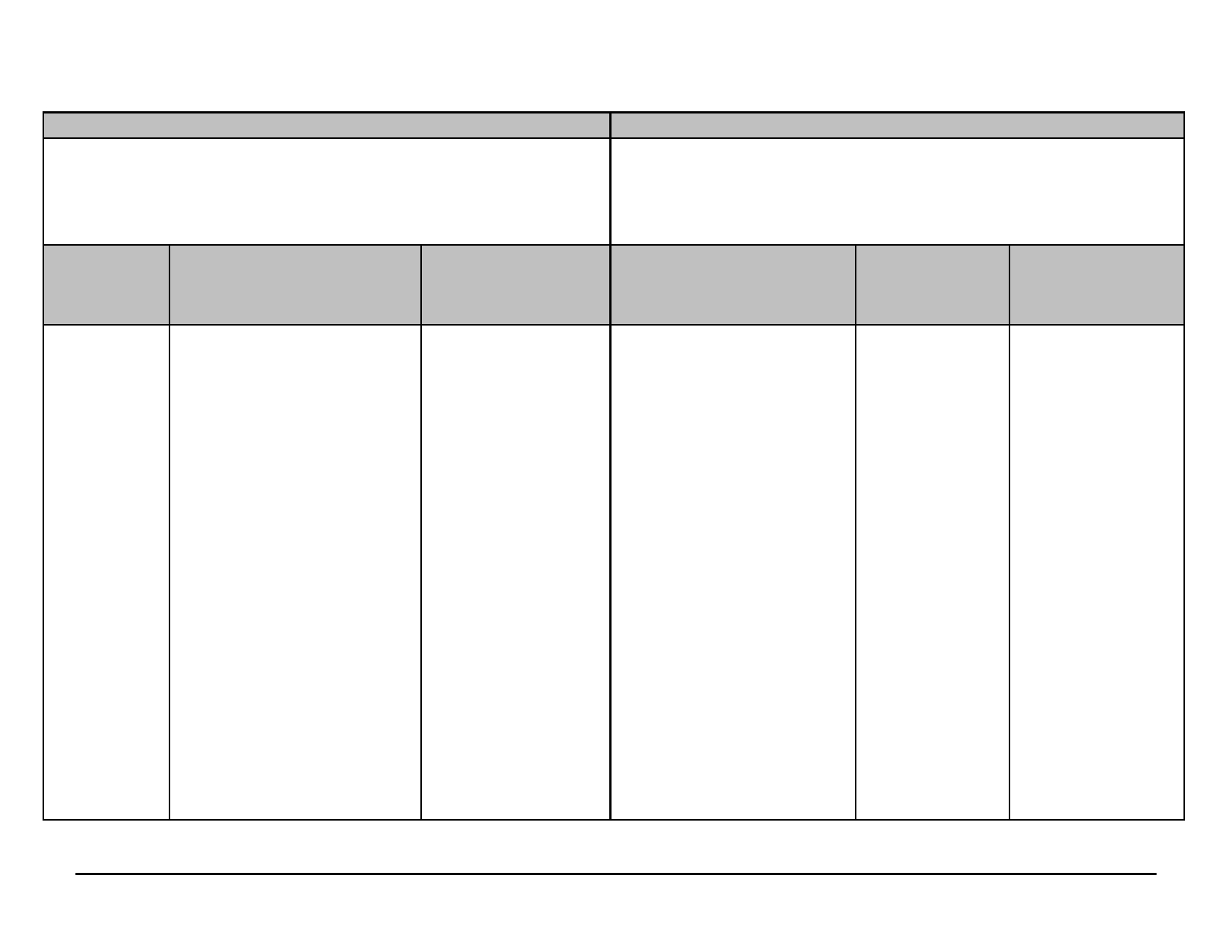
contexts are read.

Students copy

vocabulary

Games, songs,

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**Big Ideas**

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**Standard**

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***Learning***  ***Enduring Understandings***  ***Essential Questions***  ***Areas of Focus***  ***Assessments***  ***(Learning Activities)***

***Progressions***  ***(Indicators)***

**Mode**  • Learn to name and project and play skits

7.1.NM.A.1 identify animal names.

7.1.NH.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1NH.A.5

**Interpersonal**

**Mode**

7.1NM.B.1 7.1NH.B.2 7.1NM.B.3 7.1NM.B.4 7.1NH.B.5

**Presentational**

**Mode**

7.1NM.C1 7.1NM.C2 7.1NH.C3 7.1NM.C4 7.1NM.C5

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Learn to identify class

objects

Expand on knowledge about numbers, colors,

transportation, and house vocabulary

Expand on food vocabulary.

Expand knowledge on

sports and outdoor

activities

Build vocabulary about

careers /professions

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•

•

Internet sites

Spanish/

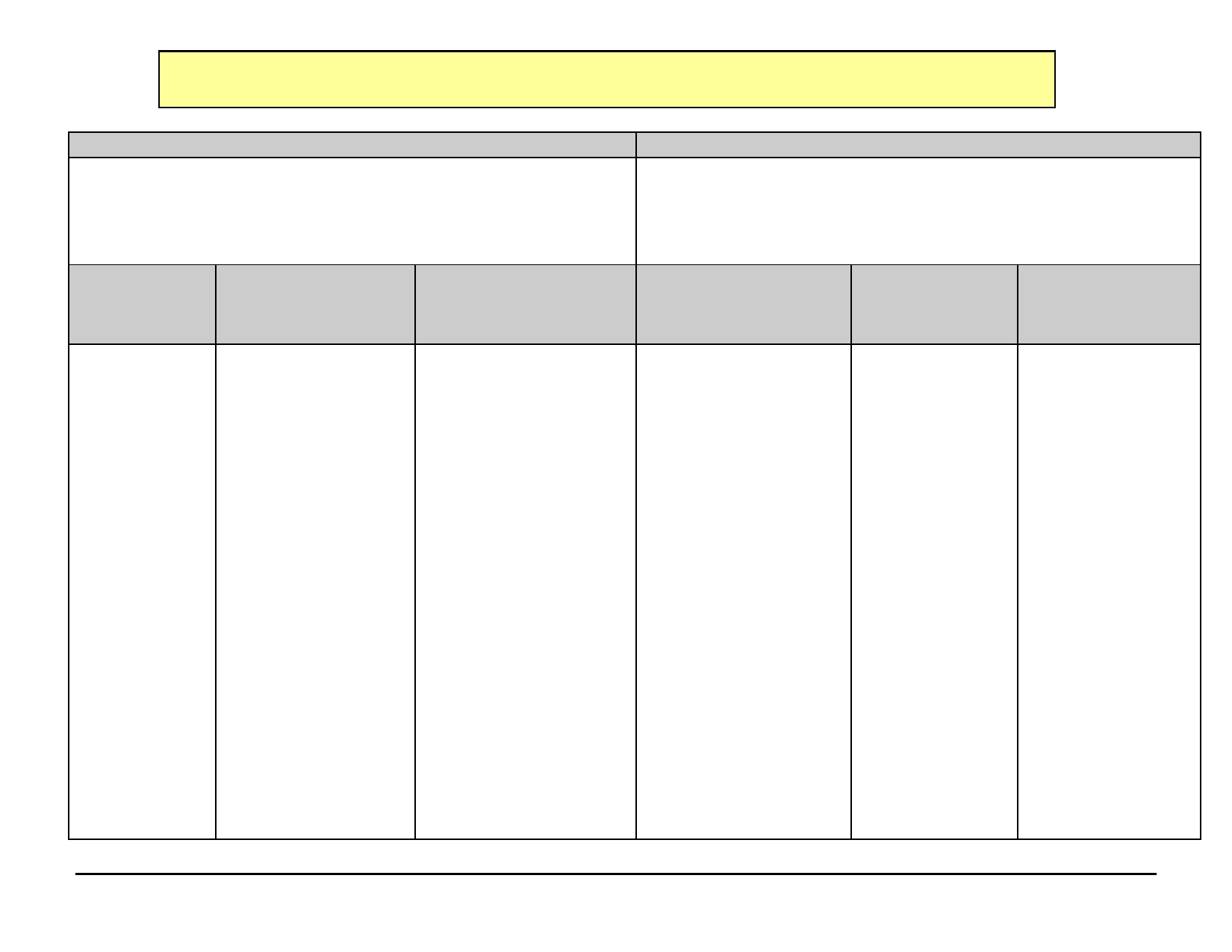
English

dictionary

Teacher created

worksheets

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**Greenwich-Stow Creek Partnership Schools**

Content Area: World Language Spanish

**Big Ideas**

**Language and culture are mutually interdependent.**

**Communication is the ability to understand and be understood in real world situations.**

Grade: 7th

**Standard**

**7.1 All students will be to communicate at a basic literacy level in another**

**language other than English.**

**7.2 All students will be able to understand the interrelationship between language and culture.**

***Learning***

***Progressions***

I**nterpretive**

**Mode**

7.1.NH.A.1 7.1.NH.A.2 7.1.NHA.3 7.1.NMA.4 7.1NH.A.5

**Interpersonal**

**Mode**

7.1NH.B.1 7.1NH.B.2 7.1NM.B.3 7.1NH.B.4 7.1NH.B.5

**Presentational**

**Mode**

7.1NM.C1 7.1NM.C2 7.1NH.C3 7.1NM.C4 7.1NM.C5

I**nterpretive**

**Mode**

***Enduring***

***Understandings***

Learning simple

greetings and

courtesies allows for

enhanced

communication in the target language.

Developing

knowledge about

travel vocabulary can maximize expressing needs when traveling in Spanish speaking

countries?

Learning about telling

time in the target

language provides means of adjusting

one's own schedule to the environment.

***Essential Questions***

How does learning and

practicing culturally

authentic phrases help to

bridge positive

communication between

different cultures?

How does learning traveling

vocabulary help to facilitate a

more comprehensive

traveling experience and

increase better

communication between all

parties?

How does learning to tell time correctly in the target

language help to broaden the

scope of conversation and

respond to structured

scheduled environments?

How does learning about

different types of

architectural formats in

***Areas of Focus***

***(Indicators)***

Practice conversational

language (My name

is\_\_\_\_, How are you?\_\_\_.

What is the weather?,

Please/Thank you, Yes/No).

Respond to common

greetings and expressions.

Translate Spanish

vocabulary into English.

Learn to identify airport

signs, traveling

documents, common phrases, lodging and

other travel vocabulary.

Expand vocabulary

related to places and things.

***Assessments***

Cartoon project

and presentation

Work in pairs to

practice greetings

and expressions

Role playing

Teacher made

tests and quizzes.

Conversational case scenarios.

Design and label

a three

dimensional

house in a shoe

box. Label house

items in the

target language.

***Program Components***

***(Learning Activities)***

Students practice a dialogue skit.

Computer clip art and

/or drawings are used to

formulate the cartoon

Internet sites

Students copy power

point presentation.

Memory games with

flash cards to enhance

knowledge

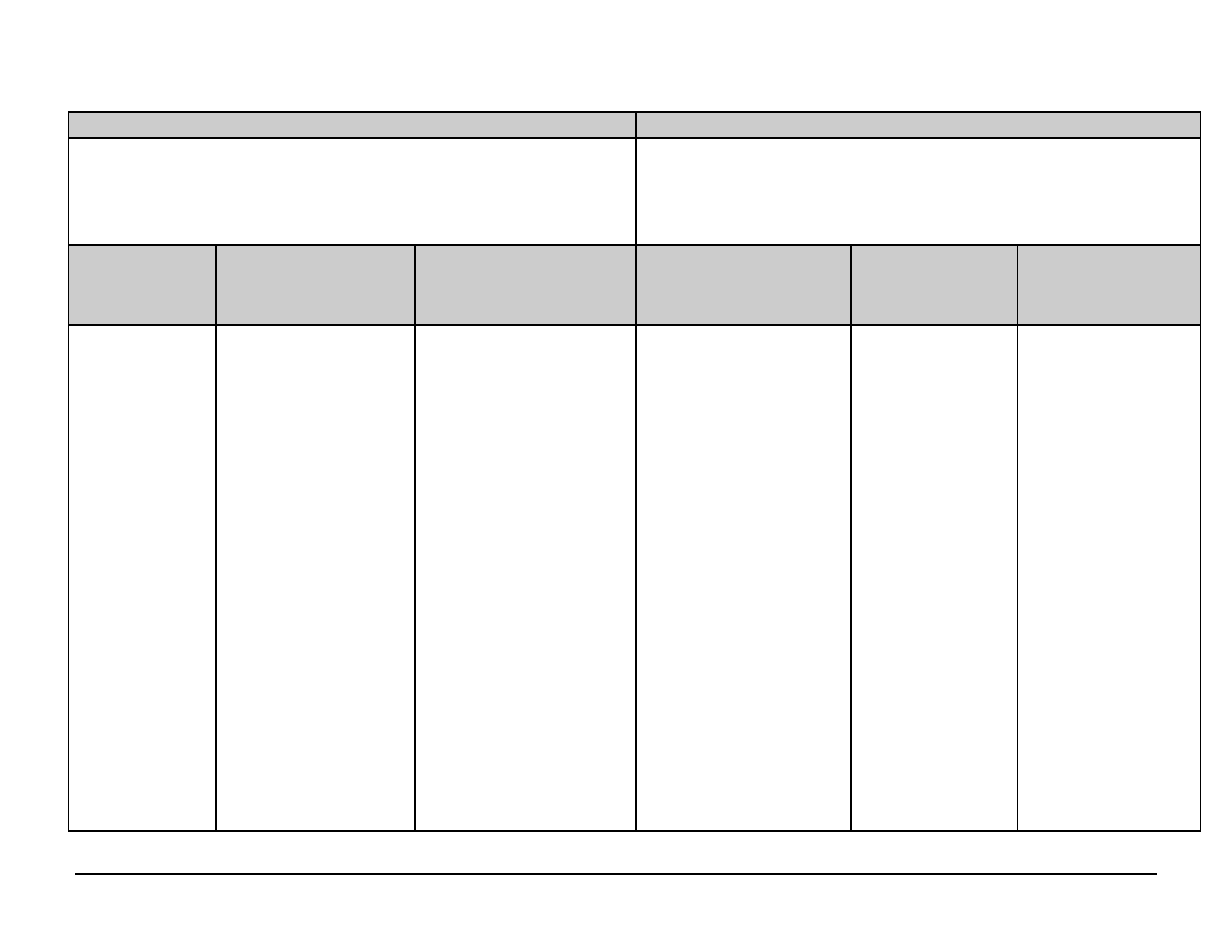
Students practice

writing numbers and simple math.

Work in pairs to tell time.

Judy clocks are used as a class to tell time as a

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***Learning***

***Progressions***

7.1.NH.A.1 7.1.NH.A.2 7.1.NHA.3 7.1.NMA.4 7.1NH.A.5

**Interpersonal**

**Mode**

7.1NH.B.1 7.1NH.B.2 7.1NM.B.3 7.1NH.B.4 7.1NH.B.5

**Presentational**

**Mode**

7.1NM.C1 7.1NM.C2 7.1NH.C3 7.1NM.C4 7.1NM.C5

***Enduring***

***Understandings***

Exposure to architectural terminology

provides a greater

insight into culture.

***Essential Questions***

Spanish speaking countries

help students develop a better understanding of culture and

ways of life?

What are some similarities

and differences related to housing and architectural

designs in Spanish speaking

countries as compared to

those of the United States?

***Areas of Focus***

***(Indicators)***

Learn vocabulary words related to transportation.

Expand knowledge of

numbers and simple math to learn to tell time.

Learn to tell time to the

hour, minute and second.

Students practice telling

time by developing a schedule of their daily activities.

Expand vocabulary

words related to

furniture and household items.

Students read about an

array of common

architectural designs

***Assessments***

***Program Components***

***(Learning Activities)***

group.

Role play skits.

Write current class

schedules and tell time in the target language.

Students work in pairs

to design a house

utilizing a variety of

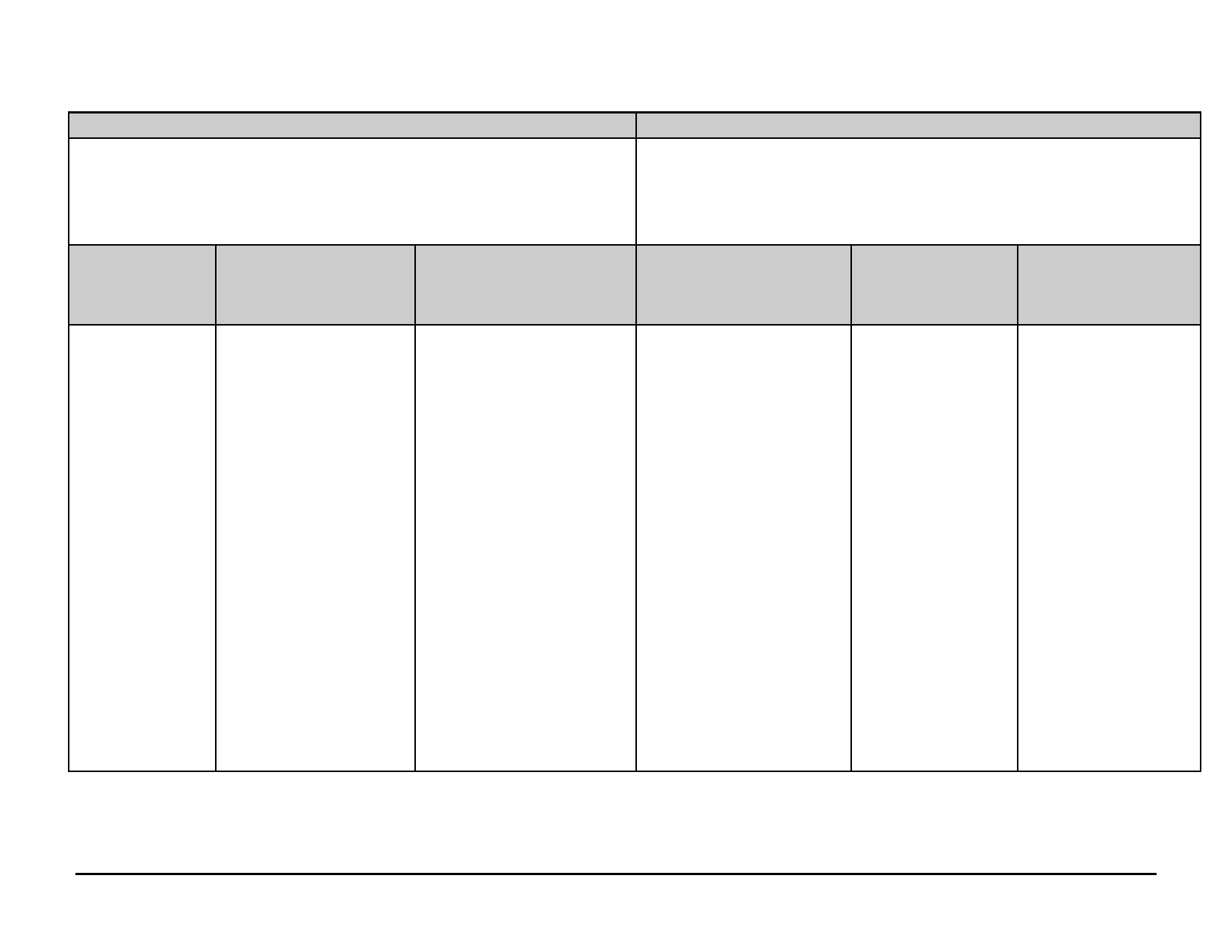
materials such as:

construction paper,

computer clip art,

miniature furniture and drawings.

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**Big Ideas**

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**Communication is the ability to understand and be understood in real world situations.**

**Standard**

**7.1 All students will be to communicate at a basic literacy level in another**

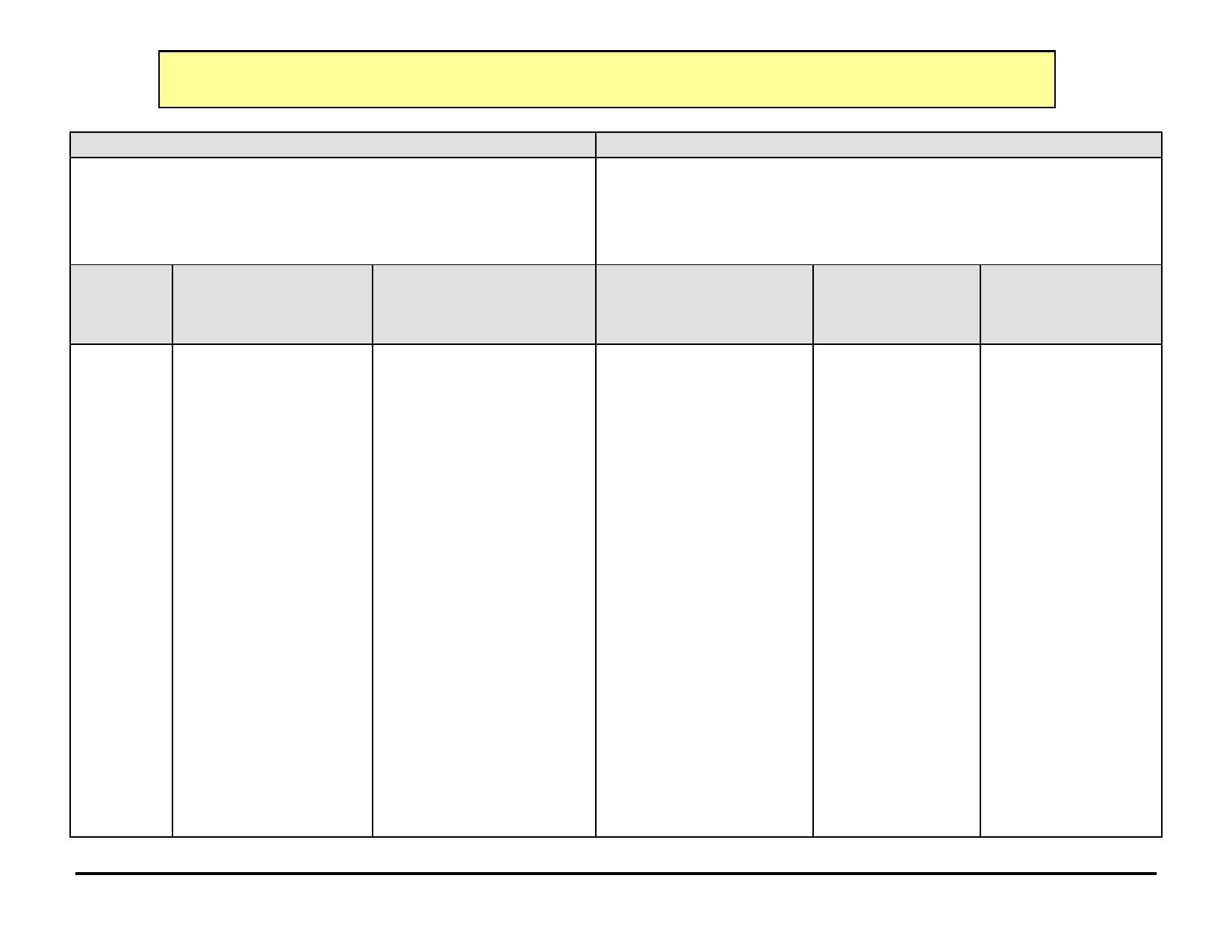
**language other than English.**

**7.2 All students will be able to understand the interrelationship between language and culture.**

***Learning***  ***Enduring***  ***Essential Questions***  ***Areas of Focus***  ***Assessments***  ***Program Components Progressions***  ***Understandings***  ***(Indicators)***  ***(Learning Activities)***

such as the plaza and others.

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**Greenwich-Stow Creek Partnership Schools**

Content Area: Spanish Course/Grade: 8th

**Big Ideas**  **Standard**

**Language and culture are mutually interdependent**

**World Languages**

***Unit/Pacing***  ***Enduring***  ***Essential Questions***  ***Areas of Focus***  ***Assessments***  ***Program Components***

***Understandings***  ***(Indicators)***  ***(Learning Activities)***

Unit # 1 Unit # 9

Unit 2

Unit #4 Unit # 9 Unit# 7

Learning about

different cultures will

lead to a better

understanding of

one's own culture.

Acquiring a second

language will result in

developing a better

knowledge of the student's primary language.

How can learning a second

language help students better learn their primary language?

How can learning about

different Hispanic cultures

help students better learn

their own culture?

How can learning vocabulary

related to (colors, food,

numbers, and body parts),

help students better

understand primary language and categorize information?

How can expanding

vocabulary help to build a

foundation for dialogue and

fluency?

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Research the

accomplishment s and biography

of a famous

Hispanic person in celebration of

Hispanic

Heritage Month

Research

information

about a Spanish

speaking

country. Obtain details about the

country's

geography,

climate, culture,

etc

Learn to identify

and label

numbers, colors, professions, and

Rubric for Famous Hispanic Person.

Rubric outlining a list

of areas to be

researched related to the Spanish speaking country.

Draw and

Label information

learned and present it to the class.

Design a menu

featuring Hispanic food in Spanish.

Design a three

dimensional house in a shoe box.

Oral assessments and class discussions.

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Students will

research

information in the internet. Use clip art

and/or

drawings to

illustrate their findings.

Present the

information to the class.

Students copy

power point

presentation on food.

Students work

in pairs to

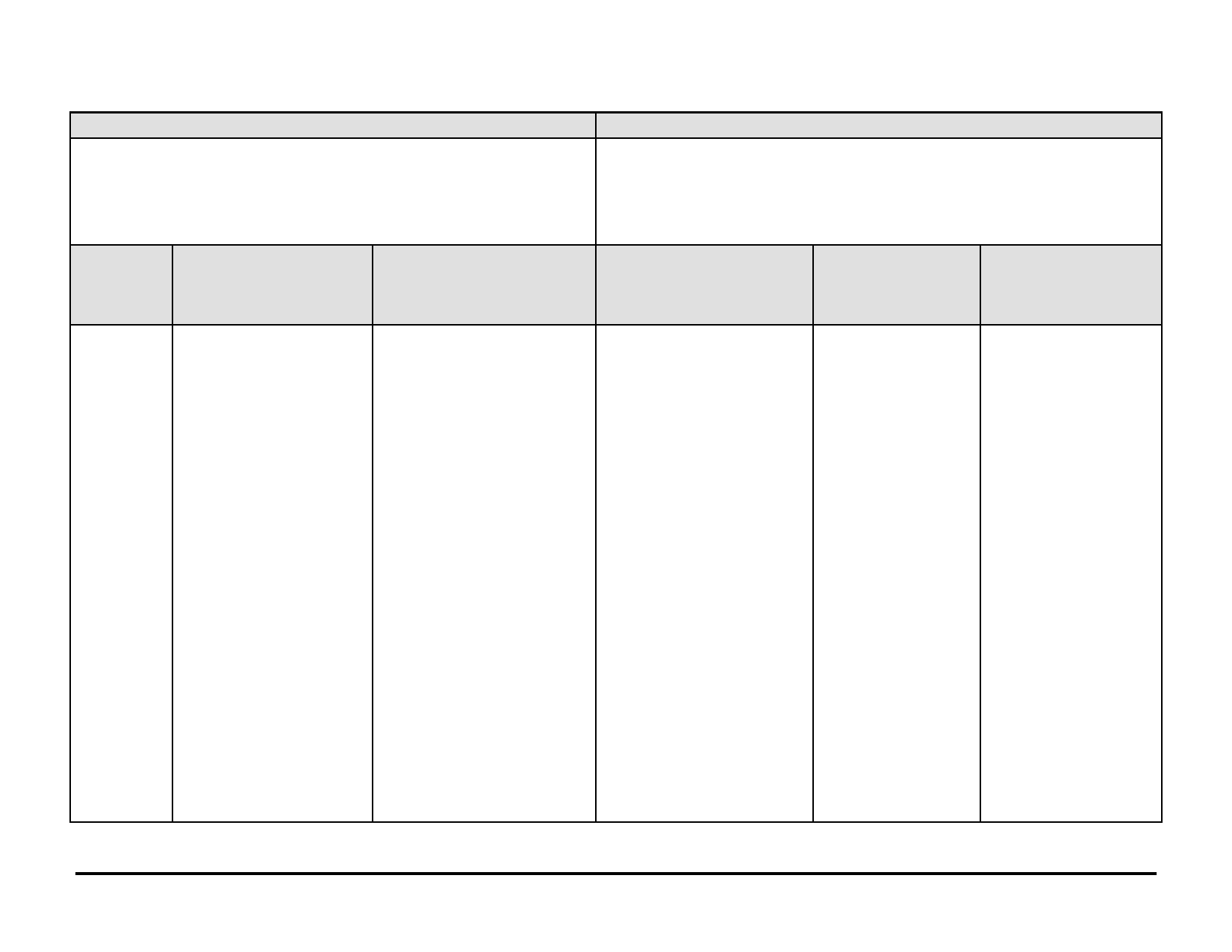
discuss

food likes and dislikes in the

target

language.

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**Big Ideas**  **Standard**

**Language and culture are mutually interdependent**

**World Languages**

***Unit/Pacing***  ***Enduring***  ***Essential Questions***  ***Areas of Focus***  ***Assessments***  ***Program Components***

***Understandings***  ***(Indicators)***  ***(Learning Activities)***

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food and body

parts

Expand

vocabulary

words related to

furniture and transportation

Practice greeting

s and common

expressions

Experience

Hispanic

folktales and literature and

acquire

knowledge of

various Hispanic

cultures

Acquire

vocabulary

related to

Role playing skits.

Performance assessments.

Project presentations in power point.

•

•

•

Students will play "Simon says…"

Kinesthetic

activities

such as

games and songs will

enhance

and

reinforce

knowledge

through games.

Draw and

label

informatio

n learned

and present

it to the class.

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**Big Ideas**  **Standard**

**Language and culture are mutually interdependent**

**World Languages**

***Unit/Pacing***  ***Enduring***  ***Essential Questions***  ***Areas of Focus***  ***Assessments***  ***Program Components***

***Understandings***  ***(Indicators)***  ***(Learning Activities)***

community • Role

places and playing

things likes and

dislikes

related to food for

breakfast, lunch and dinner.

• Drawing

and

labeling

information learned and presenting

it to the class.

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