West Deptford Middle School Curriculum Map
Spanish - Grade 6

Unit/ Duration	Essential Questions	Content	Skills	Assessment	Standards
Unit 1: Commands, Greetings, & Manners 1-2 Sessions	• How do I develop communicative competence? • How do I know that I am getting better in using language in real-world situations? • What strategies do I need to communicate in linguistically and culturally appropriate ways?	• Differences between parts of speech • Common commands • Questions: asking and answering questions affirmatively or negatively	• Independently greet peers and elders using appropriate phases • Independently follow commands • Independently make basic classroom requests	• Pre-Assessment targeting prior knowledge • Student-Teacher and Peer-To-Peer Interaction • Carousel Activity: Situations in Spanish-speaking countries • Small group activities/conversations	• **FL.PK-12.7.1.NM.B.A.1** • **FL.PK-12.7.1.NM.B.A.2** • **FL.PK-12.7.1.NM.B.A.3** • **FL.PK-12.7.1.NM.A.1** • **FL.K-12.7.1.A-C.a** • **FL.K-12.7.1.A-C.b** • **FL.K-12.7.1.A-C.c**

Unit/ Duration	Essential Questions	Content	Skills	Assessment	Standards
Unit 2: Gender and Number Agreement 3 Sessions	• How do I develop communicative competence? • What strategies	• Language reflects and is influenced by the culture in which it is found.	• Identify familiar people, places, and objects based on simple oral and/or	• Online masculine feminine noun activity • Student-Teacher	• **FL.PK-12.7.1.NM.A.4** • **FL.PK-12.7.1.NM.C.A.3** • **FL.PK-12.7.1.NM.C.3** • **FL.K-12.7.1.A-C.a** • **FL.K-12.7.1.A-C.c** • **FL.K-12.7.1.A-C.d**

	do I need to communicate in linguistically and culturally appropriate ways? • When does accuracy matter?	• In the Spanish language, nouns have gender • Description, articles and verbs agree with the number of the nouns and/or the gender • Making nouns plural • Indefinite and definite articles • Differences between masculine and feminine nouns and how to make associations with English language	written descriptions. • Describe people, places, and things. • Copy/write words, phrases, or simple guided texts on familiar topics. • Match, identify, and make singular/plural nouns • Place the correct article in front of the noun associate with number and gender.	and Peer-To-Peer Interaction • Small group activities/conversations	• **FL.K-12.7.2.A-C.1**

Unit/ Duration	Essential Questions	Content	Skills	Assessment	Standards
Unit 3: Foods I Like & Dislike 4 Sessions	• How do I develop communicative competence? • What strategies do I need to communicate in linguistically and culturally appropriate ways? • When does accuracy matter? • Why do people from different cultures sometimes say, write and do things differently from the way I do them?	• Verbs agree in number and change accordingly. • Likes are really a reflection of what please a person. • Descriptions of nouns are superior to the adjective	• Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. • Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. • Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. • Describe people,	• PowerPoint Presentation: Foods That You Like/Dislike • Foods Vocabulary Assessment • Student-Teacher and Peer-To-Peer Interaction • Small group activities/conversations	• **FL.PK-12.7.1.NM.B.1** • **FL.PK-12.7.1.NM.B.2** • **FL.PK-12.7.1.NM.B.5** • **FL.PK-12.7.1.NM.C.A.3** • **FL.K-12.7.1.A-C.a** • **FL.K-12.7.1.A-C.c** • **FL.K-12.7.1.A-C.d** • **FL.K-12.7.1.A-C.g**

			places, and things.		

Unit/ Duration	Essential Questions	Content	Skills	Assessment	Standards
Unit 4: Verbs/Adjectives 6 Sessions	• How do I develop communicative competence? • What strategies do I need to communicate in linguistically and culturally appropriate ways? • When does accuracy matter? • Why do people from different cultures sometimes say, write and do things differently from the way I do them?	• Verbs in Spanish have a pattern and with a unique action for each subject • Verbs agree in number: 1st, 2nd, 3rd person, singular and plural • Adjectives agree in number and gender • Deeper understanding of sentence structure • Spanish varies from country to country	• Form basic sentences using the proper form of verbs • Memorize a verb pattern • Describe people and things in some detail • Differentiate between verbs that show state of being and active verbs	• Quiz • Student-Teacher and Peer-To-Peer Interaction • Small group activities/conversations • Sentence Puzzle	• **FL.PK-12.7.1.NM.B.A.1** • **FL.PK-12.7.1.NM.B.A.2** • **FL.PK-12.7.1.NM.B.1** • **FL.PK-12.7.1.NM.B.2** • **FL.PK-12.7.1.NM.B.5** • **FL.PK-12.7.1.NM.A.A** • **FL.PK-12.7.1.NM.C.A.3** • **FL.K-12.7.1.A-C.a** • **FL.K-12.7.1.A-C.c** • **FL.K-12.7.1.A-C.d** • **FL.K-12.7.1.A-C.g**

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Spanish - Grade 6

Unit/ Duration	Essential Questions	Content	Skills	Assessment	Standards
Unit 5: Culture and Holidays Quarterly, in time with various holidays	• How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices? • How are cultural perspectives gained by using the language and through experience with its products and practices? • What assumptions might members of one culture may make about other cultures based on their own attitudes, values and beliefs?	• Origins of how we celebrate certain holidays in the US, with similarities and differences to those in other cultures • Cultural awareness of different holidays that may coincide with our own and the history and importance of the holidays • The importance of religion to Spanish speaking nations and the relation of church and state, in comparison to the United States' separation of church and state	• Recognize a few common gestures and cultural practices associated with the target culture(s) • Identify familiar people, places, and objects based on simple oral and/or written descriptions	• Performance Task • Student-Teacher and Peer-To-Peer Interaction • Small group activities/conversations	• **FL.PK-12.7.1.NM.A.3** • **FL.PK-12.7.1.NM.A.4** • **FL.K-12.7.2.A-C.b** • **FL.K-12.7.2.A-C.2** • **FL.K-12.7.2.A-C.3**

Unit/ Duration	Essential Questions	Content	Skills	Assessment	Standards
Unit 6: Refinement and End-Of-Course Assessment 4-5 Sessions	• How do I develop communicative competence? • How do I know that I am getting better in using language in real-world situations? • When does accuracy matter? • Why do people from different cultures sometimes say, write and do things differently from the way I do them?	• Successful communication is knowing how, when and why to convey a message to different audiences • Culturally appropriate interactions through conversation and gestures •	• Utilizing computer skills to create an interactive game • Creating thought provoking questions • Teaching others what they have learned • Recalling information previously discussed in the course	• Development of a Jeopardy-style review game incorporating content from the duration of the course • Student-Teacher and Peer-To-Peer Interaction • Small group activities/conversations	• **FL.PK-12.7.1.NM.B.A** • **FL.PK-12.7.1.NM.B.A.1** • **FL.PK-12.7.1.NM.B.A.4** • **FL.PK-12.7.1.NM.A.2** • **FL.PK-12.7.1.NM.A.3** • **FL.PK-12.7.1.NM.A.4** • **FL.PK-12.7.1.NM.A.5** • **FL.K-12.7.1.A-C.a** • **FL.K-12.7.1.A-C.b** • **FL.K-12.7.1.A-C.d** • **FL.K-12.7.1.A-C.g** • **FL.K-12.7.1.A-C.1**