

## Module Title: Spanish Speaking Countries

Subject: Spanish	Grade: 6th	Timeline: 5 days
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<b>Module Overview:</b>
In this unit students will be learning about the Spanish speaking Countries of the world. We will be discussing how the Spanish language came from Spain and spread to countries and areas in the Western Hemisphere. They will also label Spanish speaking countries on a map.
<b>Module Objectives:</b>
<ol style="list-style-type: none"> <li>1. The students will be able to (TSWBAT) understand where the Spanish language came from.</li> <li>2. TSWBAT label the Spanish-speaking countries on a map.</li> </ol>
<b>Thematic Focus:</b>
<ol style="list-style-type: none"> <li>1. It is important that students recognize which countries are Spanish speaking countries.</li> <li>2. It is also important for students to recognize there are areas with a high concentration of Spanish speakers.</li> <li>3. Spanish speaking countries vary in many different ways.</li> <li>4. Spanish speaking countries are pronounced differently in Spanish.</li> </ol>
<b>Essential Questions:</b>
<ol style="list-style-type: none"> <li>1. Where did the Spanish language come from?</li> <li>2. How did the Spanish language spread throughout the world?</li> <li>3. Who was initially responsible for the Spanish exploration?</li> <li>4. Are all Spanish speaking countries exactly the same?</li> </ol>

### Instructional Focus of Module:

<i>Communication</i>		<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.1	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.	The Spanish-speaking countries are pronounced differently in Spanish than in English.
1.2	Students understand and interpret spoken and written Spanish on a variety of topics.		
1.3	Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics.		
<i>Connections</i>		<i>Comparisons</i>	<i>Communities</i>
3.1	Students reinforce and further their knowledge of other disciplines through Spanish.	4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and	5.1 Students use Spanish both within and beyond the school setting.
3.2	Students acquire		5.2 Students show evidence of becoming life-long

information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.	4.2 English. Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.	learners by using Spanish for personal enjoyment and enrichment.
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<b>Activities:</b> ActivInspire flipchart on the Spanish-speaking world	<b>Reading Assessments:</b>  <b>Writing Prompts &amp; Assessments:</b>  Label the countries and capitals on the maps.  <b>Grammar Assessments:</b>
<b>Activities:</b> Label and color maps of Central America, South America and Spain	
<b>Activities:</b> Game – Kahoot!	
<b>Activities:</b> Word search	
<b>Activities:</b> Video on Spanish-speaking countries	
<b>Text:</b> <b>Activities:</b>	
<b>Text:</b> <b>Activities:</b>	
<b>Text:</b> <b>Activities:</b>	
<b>Writing Instruction:</b> <b>FCAs:</b> <b>Activities:</b>	
<b>Grammar Instruction:</b> <b>FCAs:</b> <b>Activities:</b>	

**Ongoing Standards Addressed in This Unit:**

<u>Communication</u>	
1.4	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
1.5	Students understand and interpret spoken and written Spanish on a variety of topics.
1.6	Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics
<u>Cultures</u>	
2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.
2.2	Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.
<u>Connections</u>	
3.1	Students reinforce and further their knowledge of other disciplines through Spanish.
3.2	Students acquire information and recognize the distinctive viewpoints that are only available

through the Spanish language and its cultures.

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.

Communities

- 5.1 Students use Spanish both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

## Unit 1 – Spanish Speaking Countries

### Theme Overview

#### Day 1:

Think Pair Share activity on why it's important to learn another language.

Educational video on Spanish-speaking countries

#### Days 2 & 3:

Label & color maps

#### Day 4:

Wordsearch

#### Day 5:

Kahoot! Game

## Module Title: The Spanish Alphabet

Subject: Spanish		Grade: 6	Timeline: 4 days
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<b>Module Overview:</b>
In this unit, students will learn the Spanish alphabet. They will learn that there are 4 letters in their alphabet that we do not have in English. They will learn how to pronounce each letter as well as learn how to spell various words using the Spanish alphabet.
<b>Module Objectives:</b>
<ol style="list-style-type: none"> <li>1. The students will be able to (TSWBAT) recognize the differences and similarities of the Spanish alphabet.</li> <li>2. TSWBAT recognize the 4 letters the Spanish alphabet has that the English alphabet does not have.</li> <li>3. TSWBAT pronounce each letter in Spanish.</li> <li>4. TSWBAT spell words in Spanish.</li> <li>5. Write down words that are spelled in Spanish.</li> </ol>
<b>Thematic Focus:</b>
<ol style="list-style-type: none"> <li>1. The Spanish alphabet is very similar to the English letter but it has 4 letters that we do not use.</li> <li>2. The Spanish letters are pronounced differently than English letters.</li> </ol>
<b>Essential Questions:</b>
<ol style="list-style-type: none"> <li>1. Which letters look different in the Spanish language?</li> <li>2. How are the Spanish letters pronounced?</li> <li>3. How does one spell in Spanish?</li> <li>4. Can students recognize a word spelled in Spanish?</li> </ol>

### Instructional Focus of Module:

<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
<ol style="list-style-type: none"> <li>1.7 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>1.8 Students understand and interpret spoken and written Spanish on a variety of topics.</li> <li>1.9 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics.</li> </ol>	<ol style="list-style-type: none"> <li>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.</li> </ol>	Students will have to pronounce the letters in Spanish, which is much different than pronunciation of the English alphabet.
<b>Connections</b>	<b>Comparisons</b>	<b>Communities</b>

3.1	Students reinforce and further their knowledge of other disciplines through Spanish.	4.1	Students demonstrate understanding of the nature of language through comparisons between Spanish and English.	5.1	Students use Spanish both within and beyond the school setting.
3.2	Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.	4.2	Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.	5.2	Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

<b>Activities:</b> Spanish alphabet worksheet <b>Activities:</b> El alfabeto song <b>Activities:</b> Game – Slap board <b>Text:</b> <b>Activities:</b> <b>Text:</b> <b>Activities:</b> <b>Text:</b> <b>Activities:</b> <b>Text:</b> <b>Activities:</b> <b>Text:</b> <b>Activities:</b> <b>Writing Instruction:</b> <b>FCAs:</b> <b>Activities:</b> <b>Grammar Instruction:</b> <b>FCAs:</b> <b>Activities:</b>	<b>Reading Assessments:</b>  Correct pronunciation of letters while spelling.  <b>Writing Prompts &amp; Assessments:</b>  <b>Grammar Assessments:</b>
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**Ongoing Standards Addressed in This Unit:**

<u>Communication</u> 1.10 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 1.11 Students understand and interpret spoken and written Spanish on a variety of topics. 1.12 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics <u>Cultures</u> 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures. 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures. <u>Connections</u>
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- 3.1 Students reinforce and further their knowledge of other disciplines through Spanish.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.

Communities

- 5.1 Students use Spanish both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

## Unit 2 – The Alphabet

### Theme Overview

#### Day 1:

Introduction to the Spanish alphabet

El alfabeto song

#### Day 2:

White board practice

#### Day 3:

BINGO

#### Day 4:

Slap board game

## Module Title: Basic Spanish Conversation

Subject: Exploratory Spanish	Grade: 6	Timeline: 6 days
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<b>Module Overview:</b>
In this unit, students will learn basic introductory conversation in Spanish. We will go over the punctuation, pronunciation, spelling, and usage of the phrases and words. We also be using the phrases orally as well as in written format.
<b>Module Objectives:</b>
<ol style="list-style-type: none"> <li>5. The students will be able to (TSWBAT) recognize the written form of basic Spanish conversation which includes correct usage of the accents and punctuation.</li> <li>2. TSWBAT create and speak conversations that will show mastery of the Spanish.</li> <li>3. TSWBAT create and write a comic strip demonstrating their understanding of the Spanish phrases.</li> </ol>
<b>Thematic Focus:</b>
<ol style="list-style-type: none"> <li>1. Spanish words and phrases require correct written usage of the accents and punctuation.</li> <li>2. The Spanish language has several letters that are pronounced in a different manner than in English.</li> <li>3. Students are encouraged to use the Spanish language as best as they can.</li> </ol>
<b>Essential Questions:</b>
<ol style="list-style-type: none"> <li>5. Are accents and punctuation necessary when writing in Spanish? Do you have to write them every time?</li> <li>2. Which letters sound different? Are they always pronounced this way in every word or phrase?</li> <li>3. Do the same rules of English apply to the Spanish language?</li> <li>4. Are there similarities with the English language?</li> <li>5. Is there an informal way of speaking the Spanish language similar to English slang?</li> </ol>

### Instructional Focus of Module:

<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
<ol style="list-style-type: none"> <li>1.13 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>1.14 Students understand and interpret spoken and written Spanish on a variety of topics.</li> <li>1.15 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics</li> </ol>	<ol style="list-style-type: none"> <li>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.</li> </ol>	<p>Word order in the Spanish language is not the same as it is in the English language.</p>
<b>Connections</b>	<b>Comparisons</b>	<b>Communities</b>

3.1	Students reinforce and further their knowledge of other disciplines through Spanish.	4.1	Students demonstrate understanding of the nature of language through comparisons between Spanish and English.	5.1	Students use Spanish both within and beyond the school setting.
3.2	Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures	4.2	Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.	5.2	Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

<b>Activities:</b> Basic Spanish vocabulary worksheet <b>Activities:</b> Spanish conversation script <b>Activities:</b> Skit – directions and rubric <b>Activities:</b> Comic Strip <b>Activities:</b> Bingo <b>Text:</b> <b>Activities:</b> <b>Text:</b> <b>Activities:</b> <b>Text:</b> <b>Activities:</b> <b>Writing Instruction:</b> <b>FCAs:</b> <b>Activities:</b> <b>Grammar Instruction:</b> <b>FCAs:</b> <b>Activities:</b>	<b>Reading Assessments:</b>  Identification the Spanish words and phrases  <b>Writing Prompts &amp; Assessments:</b>  Various written assessments such as worksheets  Create a written script of a skit which contains: greetings, asking someone’s name and responding, asking how each other is and responding, and farewells.  <b>Grammar Assessments:</b>  Assessment of written and oral work  Skit presentation
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**Ongoing Standards Addressed in This Unit:**

The MASD World Languages Department uses the National Standards of Foreign Language – The Five Cs.

<u>Communication</u>	
1.16	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
1.17	Students understand and interpret spoken and written Spanish on a variety of topics.
1.18	Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics
<u>Cultures</u>	
2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.
2.2	Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.



Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through Spanish.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.

Communities

- 5.1 Students use Spanish both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

### Unit 3 – Basic Spanish Conversation

#### Theme Overview

**Day 1:**

Introduction to words and phrases

Special punctuation: ¿ ¡ ñ á é í ó ú

Letter pronunciation: j, h, ñ, ll

**Day 2:**

Review and reinforce words and phrases through written assessment

**Day 3:**

Skits

**Days 4-5:**

Comic Strip Project

**Day 6:**

Bingo

## Module Title: Numbers 0-20

Subject: Spanish	Grade: 6	Timeline: 5 days
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<p>Module Overview:</p> <p>Students will learn the Spanish words for numbers 0-20. We will go over correct spelling and practice pronunciation. We will also learn the Spanish words for plus, minus, and equals in order to write out addition and subtraction problems.</p>
<p>Module Objectives:</p> <ol style="list-style-type: none"> <li>1. The student will be able to (TSWBAT) identify the Spanish word for numbers.</li> <li>2. TSWBAT will be able to correctly pronounce the Spanish words.</li> <li>3. TWSBAT will be able to write out the Spanish words for addition and subtraction problems.</li> </ol>
<p>Thematic Focus:</p> <ol style="list-style-type: none"> <li>1. The students will need to understand that numbers math symbols are written the same in Spanish as in English; however, it is the word that is different.</li> <li>2. Students need to recall correct pronunciation as they pronounce the words.</li> </ol>
<p>Essential Questions:</p> <ol style="list-style-type: none"> <li>1. How are the Spanish words pronounced?</li> <li>2. Do accents always need to be written?</li> <li>3. Can you identify the pattern with numbers 16 through 19?</li> </ol>

### Instructional Focus of Module:

<i>Communication</i>		<i>Cultures</i>	<i>Grammar Eligible Content</i>	
1.19	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.	Correct spelling and accents are necessary.	
1.20	Students understand and interpret spoken and written Spanish on a variety of topics.			
1.21	Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics.			
<i>Connections</i>		<i>Comparisons</i>	<i>Communities</i>	
3.1	Students reinforce and further their knowledge of other disciplines through Spanish.	4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.	5.1	Students use Spanish both within and beyond the school setting.
3.2	Students acquire information and recognize the distinctive		5.2	Students show evidence of becoming life-long learners by using Spanish for personal enjoyment

viewpoints that are only available through the Spanish language and its cultures.		and enrichment.
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**Text Set:**

<b>Activities:</b> Vocabulary worksheet <b>Activities:</b> Review- packet <b>Activities:</b> Numbers practice - white boards <b>Activities:</b> Game <b>Activities:</b> <b>Text:</b> <b>Activities:</b> <b>Text:</b> <b>Activities:</b> <b>Text:</b> <b>Activities:</b> <b>Writing Instruction:</b> <b>FCAs:</b> <b>Activities:</b> <b>Grammar Instruction:</b> <b>FCAs:</b> <b>Activities:</b>	<b>Reading Assessments:</b>  Read Spanish numbers with correct pronunciation.  <b>Writing Prompts &amp; Assessments:</b>  Write the Spanish numbers correctly  <b>Grammar Assessments:</b>
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**Ongoing Standards Addressed in This Unit:**

<p><u>Communication</u></p> <p>1.22 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.23 Students understand and interpret spoken and written Spanish on a variety of topics.</p> <p>1.24 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics.</p> <p><u>Cultures</u></p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.</p> <p><u>Connections</u></p> <p>3.1 Students reinforce and further their knowledge of other disciplines through Spanish.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.</p> <p><u>Comparisons</u></p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.</p> <p><u>Communities</u></p> <p>5.1 Students use Spanish both within and beyond the school setting.</p> <p>5.2 Students show evidence of becoming life-long learners by using Spanish for personal</p>
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enjoyment and enrichment.

## Unit 4 – Numbers 0-20

### Theme Overview

#### **Day 1:**

Introduction to words and phrases

Math symbols

#### **Day 2:**

Math problems and review packet

#### **Day 3:**

White board practice

#### **Day 4:**

Slap board game

## Module Title: Colors

Subject: Spanish	Grade: 6	Timeline: 5 days
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<b>Module Overview:</b>
Students will learn the Spanish words for the 11 basic colors. We will go over the correct Spanish spelling along with any accents and tildes. We will practice the correct pronunciation as well.
<b>Module Objectives:</b>
<ol style="list-style-type: none"> <li>1. The student will be able to (TSWBAT) identify the Spanish words for the colors.</li> <li>2. TSWBAT correctly pronounce the colors in Spanish.</li> <li>3. TSWBAT color and label pictures in Spanish.</li> </ol>
<b>Thematic Focus:</b>
<ol style="list-style-type: none"> <li>1. Spanish words for the colors may have accents or tildes. They must be included when written.</li> <li>2. Some Spanish letters have a special pronunciation: ll=y, j=h</li> </ol>
<b>Essential Questions:</b>
<ol style="list-style-type: none"> <li>1. Can you recall how some letters of the Spanish alphabet are pronounced?</li> <li>2. Do any of the words for the colors resemble the English word?</li> <li>3. Can you properly pronounce each color in Spanish?</li> </ol>

### Instructional Focus of Module:

<i>Communication</i>		<i>Cultures</i>		<i>Grammar Eligible Content</i>	
1.25	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.	Recollection of the pronunciation of Spanish letters and usage of the accents and tildes.	
1.26	Students understand and interpret spoken and written Spanish on a variety of topics.	2.2	Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.		
1.27	Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics.				
<i>Connections</i>		<i>Comparisons</i>		<i>Communities</i>	
3.1	Students reinforce and further their knowledge of other disciplines through Spanish.	4.1	Students demonstrate understanding of the nature of language through comparisons between Spanish and English.	5.1	Students use Spanish both within and beyond the school setting.
3.2	Students acquire information and recognize the distinctive viewpoints that are only			5.2	Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

available through the Spanish language and its cultures.	
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**Text Set:**

<b>Activities:</b> Vocabulary sheet <b>Activities:</b> Review worksheet <b>Activities:</b> Color squares <b>Activities:</b> Shoes – coloring sheets <b>Activities:</b> <b>Text:</b> <b>Activities:</b> <b>Text:</b> <b>Activities:</b> <b>Text:</b> <b>Activities:</b> <b>Writing Instruction:</b> <b>FCAs:</b> <b>Activities:</b> <b>Grammar Instruction:</b> <b>FCAs:</b> <b>Activities:</b>	<b>Reading Assessments:</b>  Read Spanish colors and identify the English translation.  Shoe Project presentations  <b>Writing Prompts &amp; Assessments:</b>  Write the Spanish colors on their Shoe Project  <b>Grammar Assessments:</b>
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**Ongoing Standards Addressed in This Unit:**

<p><u>Communication</u></p> <p>1.28 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.29 Students understand and interpret spoken and written Spanish on a variety of topics.</p> <p>1.30 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics</p> <p><u>Cultures</u></p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.</p> <p><u>Connections</u></p> <p>3.1 Students reinforce and further their knowledge of other disciplines through Spanish.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.</p> <p><u>Comparisons</u></p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.</p> <p><u>Communities</u></p> <p>5.1 Students use Spanish both within and beyond the school setting.</p> <p>5.2 Students show evidence of becoming life-long learners by using Spanish for personal</p>
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enjoyment and enrichment.

## Unit 5 – Colors

### Theme Overview

#### **Day 1:**

Introduce words and phrases

Review worksheet

#### **Day 2:**

Color squares

Coloring sheet

#### **Days 3 and 4:**

Shoe Project

#### **Day 5:**

Presentations of Shoe Projects

## Module Title: Days of the week and the months

Subject: Spanish	Grade: 6	Timeline: 3 days
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Module Overview:
Students will learn the Spanish words for the days of the week and the months. We will go over the correct Spanish spelling along with any accents and tildes. We will practice the correct pronunciation as well.
Module Objectives:
<ol style="list-style-type: none"> <li>1. The student will be able to (TSWBAT) identify the Spanish words for the days of the week and months.</li> <li>2. TSWBAT correctly pronounce the colors in Spanish.</li> <li>3. TSWBAT correctly identify the Spanish words for the days of the week and the months.</li> </ol>
Thematic Focus:
<ol style="list-style-type: none"> <li>1. Spanish words for the days of the week are not capitalized.</li> <li>2. The first day of the Spanish week is Monday when referring to a calendar.</li> </ol>
Essential Questions:
<ol style="list-style-type: none"> <li>1. Why are the days of the week and months not capitalized?</li> <li>2. Why is Monday the first day of the week?</li> <li>3. Do the Spanish words sound like the English words?</li> </ol>

### Instructional Focus of Module:

<i>Communication</i>		<i>Cultures</i>		<i>Grammar Eligible Content</i>	
1.31	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.	Recollection of the pronunciation of Spanish letters and usage of the accents and tildes.	
1.32	Students understand and interpret spoken and written Spanish on a variety of topics.	2.2	Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.		
1.33	Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics.				
<i>Connections</i>		<i>Comparisons</i>		<i>Communities</i>	
3.1	Students reinforce and further their knowledge of other disciplines through Spanish.	4.1	Students demonstrate understanding of the nature of language through comparisons between Spanish and English.	5.1	Students use Spanish both within and beyond the school setting.
3.2	Students acquire information and recognize the distinctive viewpoints that are only			5.2	Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.



available through the Spanish language and its cultures.	
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<b>Activities:</b> Vocabulary worksheet <b>Activities:</b> Written practice <b>Activities:</b> Calendar activity <b>Activities:</b> Wordsearch <b>Activities:</b> <b>Activities:</b> <b>Text:</b> <b>Activities:</b> <b>Text:</b> <b>Activities:</b> <b>Writing Instruction:</b> <b>FCAs:</b> <b>Activities:</b> <b>Grammar Instruction:</b> <b>FCAs:</b> <b>Activities:</b>	<b>Reading Assessments:</b>  Worksheets  <b>Writing Prompts &amp; Assessments:</b>  <b>Grammar Assessments:</b>  Worksheets and formative assessments.
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**Ongoing Standards Addressed in This Unit:**

<p><u>Communication</u></p> <p>1.34 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.35 Students understand and interpret spoken and written Spanish on a variety of topics.</p> <p>1.36 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics</p> <p><u>Cultures</u></p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.</p> <p><u>Connections</u></p> <p>3.1 Students reinforce and further their knowledge of other disciplines through Spanish.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.</p> <p><u>Comparisons</u></p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.</p> <p><u>Communities</u></p> <p>5.1 Students use Spanish both within and beyond the school setting.</p> <p>5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.</p>
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## Unit 6 – The Days of the Week and the Months

### Theme Overview

#### **Day 1:**

Introduce words and phrases

Review worksheet

#### **Day 2:**

Calendar Activity

#### **Day 3:**

Word search

## Module Title: Body Parts

Subject: Spanish	Grade: 6	Timeline: 5 days
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Module Overview:
Students will learn the Spanish words for the body parts. We will go over the correct Spanish spelling along with any accents and tildes. We will practice the correct pronunciation as well.
Module Objectives:
<ol style="list-style-type: none"> <li>1. The student will be able to (TSWBAT) identify the Spanish words for the different body parts</li> <li>2. TSWBAT correctly pronounce the body parts in Spanish.</li> <li>3. TSWBAT correctly identify the Spanish words for the body parts.</li> </ol>
Thematic Focus:
<ol style="list-style-type: none"> <li>1. We will learn the body parts from head to toe.</li> <li>2. Body parts must be memorized</li> </ol>
Essential Questions:
<ol style="list-style-type: none"> <li>1. How are the words pronounced</li> </ol>

### Instructional Focus of Module:

<i>Communication</i>		<i>Cultures</i>		<i>Grammar Eligible Content</i>	
1.37	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.	Recollection of the pronunciation of Spanish letters and usage of the accents and tildes.	
1.38	Students understand and interpret spoken and written Spanish on a variety of topics.	2.2	Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.		
1.39	Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics.				
<i>Connections</i>		<i>Comparisons</i>		<i>Communities</i>	
3.1	Students reinforce and further their knowledge of other disciplines through Spanish.	4.1	Students demonstrate understanding of the nature of language through comparisons between Spanish and English.	5.1	Students use Spanish both within and beyond the school setting.
3.2	Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its			5.2	Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

cultures.	
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<b>Activities:</b> Vocabulary worksheet <b>Activities:</b> Written practice <b>Activities:</b> Label body parts <b>Activities:</b> Monster Project <b>Activities:</b> Simón dice... game <b>Activities:</b> <b>Text:</b> <b>Activities:</b> <b>Text:</b> <b>Activities:</b> <b>Writing Instruction:</b> <b>FCAs:</b> <b>Activities:</b> <b>Grammar Instruction:</b> <b>FCAs:</b> <b>Activities:</b>	<b>Reading Assessments:</b>  Worksheets  <b>Writing Prompts &amp; Assessments:</b>  Writing words  Creat a monster project  <b>Grammar Assessments:</b>  Worksheets and formative assessments.
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### Ongoing Standards Addressed in This Unit:

<p><u>Communication</u></p> <p>1.40 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.41 Students understand and interpret spoken and written Spanish on a variety of topics.</p> <p>1.42 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics</p> <p><u>Cultures</u></p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.</p> <p><u>Connections</u></p> <p>3.1 Students reinforce and further their knowledge of other disciplines through Spanish.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.</p> <p><u>Comparisons</u></p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.</p> <p><u>Communities</u></p> <p>5.1 Students use Spanish both within and beyond the school setting.</p> <p>5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.</p>
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## Unit 7 – The Body

### Theme Overview

#### **Day 1:**

Introduce words and phrases

Review worksheet

#### **Day 2:**

Packet

#### **Day 3:**

Simón Dice

Word search

#### **Day 4 and 5:**

Create a monster project