

Title: Señora Karll, 6th Grade Spanish, 2019-2020

Month(s)	Topic/Theme/Chapter/Unit	Essential Questions	Common Core and/or State Standard Note: Purpose of Communication	SLE	Assessments (Formative & Summative - Varying Types) NOTE: S=Speaking, L=Listening, W=Writing
September	<p>Review of vowel and consonant sounds</p> <p>Skinny Skit 13: <i>Las frutas</i></p> <p>Skinny Skit 11: <i>La ropa</i></p>	<p>How can I correctly pronounce an unfamiliar word in Spanish?</p> <p>What are some fruits? What is the humor in the skit?</p> <p>What are names of clothing?</p>	<p>Interpersonal</p> <p>Interpersonal</p> <p>Interpersonal</p>	<p>2E, 2D</p> <p>2E, 2A, 2C, 2F</p> <p>2E, 2A, 2C, 2F</p>	<p>Observation (S, L)</p> <p>Observation: skit performances (S, L, R)</p> <p>Quiz on <i>frutas</i> (W)</p> <p>Observation: skit performances (S, L, R)</p> <p>Quiz on <i>ropa</i> (W)</p>
October	<p>Intro to exterior parts of a house and prepositions of location</p> <p>Halloween house drawing</p> <p><i>Día de los Muertos</i> writing using SpanishDict.com</p>	<p>Can I learn vocabulary that tells WHERE something is located in relation to another thing?</p> <p>Can I listen carefully and follow the directions to draw and color my own spooky house?</p> <p>How can I use an online dictionary and critical thinking in order to choose the correct translation?</p>	<p>Interpersonal</p> <p>Presentational, Interpretive, Interpersonal</p> <p>Culture, Interpersonal, Interpretive, Presentational</p>	<p>2E, 2A, 2B, 2C</p> <p>2E, 2C</p> <p>3A, 2D, 2C, 2E</p>	<p>Observation (S, L)</p> <p>Drawing (L)</p> <p><i>Ofrenda</i> writing (W)</p>
November	<p>Intro to rooms of a house and furniture</p> <p>Practice with prepositions of location</p>	<p>Can I listen and follow TPR directions to place the candy corn eraser on the house drawing as described with prepositions of location?</p> <p>Can I give TPR directions to my classmates?</p>	<p>Interpersonal</p> <p>Interpersonal</p>	<p>2E, 2B, 2C</p> <p>2E, 2C</p>	<p>Observation (L, S)</p> <p>Observation (S, L)</p>
December	Skinny Skit 12A: rooms and	Can I listen carefully and	Presentational,	2E, 2C, 2F, 3E,	Observation (S, L, R)

	<p>furniture</p> <p>Partner game: <i>¿Dónde está el gato/el ratón?</i></p> <p>Prepositions of location completed <i>Ojo de Dios</i></p>	<p>repeat the lines of the skit? Can I practice my lines of the skit with my group and then perform for the class?</p> <p>Can I ask useful T/F questions to find the location?</p> <p>What is the significance of an “<i>ojo de Dios</i>” and where is it commonly found?</p>	<p>Interpersonal</p> <p>Interpersonal, Interpretive</p> <p>Culture</p>	<p>3B, 3C</p> <p>2F, 2A, 2E, 2D</p> <p>2C, 2B, 2D</p> <p>2E, 2A, 3E</p>	<p>Skit performance (S, L, R)</p> <p>Observation (S, L)</p> <p>Quiz on prepositions of location (W) <i>Ojo de Dios</i> (art)</p>
January	<p>Skinny Skit 14A: <i>La comida</i> (foods in a Mexican restaurant)</p> <p><i>Jugo de naranja</i></p> <p>Skinny Skit 15A: <i>La hora y la rutina</i> (telling time)</p> <p><i>Las excusas</i> in Señor Woolly (ordinal numbers) ¡Fiesta!</p>	<p>Can I listen carefully and repeat the lines of the skit? Can I practice my lines of the skit with my group and then perform for the class?</p> <p>Can I memorize the song and recite or sing it with correct pronunciation?</p> <p>Can I listen carefully and repeat the lines of the skit? Can I practice my lines of the skit with my group and then perform for the class?</p>	<p>Presentational, Interpersonal</p> <p>Presentational, Interpersonal</p> <p>Presentational, Interpersonal</p> <p>Interpersonal</p>	<p>2E, 2C, 2F, 3E, 3B, 3C</p> <p>2C, 2E</p> <p>2E, 2C, 2F, 3E, 3B, 3C</p> <p>3A, 2E, 2A</p>	<p>Observation (S, L, R)</p> <p>Skit performance (S, L)</p> <p>Song recitation (S)</p> <p>Observation (S, L, R)</p> <p>Skit performance (S, L)</p> <p>HW activities online (L, R)</p>
February	<p>Play <i>Lotería</i></p> <p>Telling time completed Game: <i>Concentrémonos</i> to practice ordinal numbers</p>	<p>Can I listen carefully for the word called so that I can find it on my card before it is projected?</p> <p>Can I figure out how to win in a game with no rules explained?</p>	<p>Interpersonal, Interpretive</p> <p>Interpersonal Interpersonal</p>	<p>2E, 2A, 2D, 2C</p> <p>2C, 2E, 2B 2E, 2D</p>	<p>Observation (L)</p> <p>Quiz on telling time (L, W) Observation (S, L)</p>

March	Project: <i>La rutina matutina</i>	Can I create a visual project (with captions in Spanish) that shows the order in which I do things in the morning?	Presentation	2C, 2B, 2D, 2E, 3C	Project (W, S, L)
	<i>La confesión de Victor</i> in Señor Wooly		Interpersonal	3A, 2E, 2A	HW activities online (L, R)
	<i>Feo</i> in Señor Wooly		Interpersonal	3A, 2E, 2A	HW activities online (L, R)
April	Project: <i>¿Quién es?</i>	Using vocabulary that I already know and the verbs SER and TENER, can I describe a mystery person in terms of physical appearance and personality?	Presentation, Interpersonal, Interpretive	3A, 2A, 2B, 2C, 2D, 2E, 3C	Project (W, S, L)
	<i>Ya está muerto</i> in Señor Wooly		Interpersonal	3A, 2E, 2A	HW activities online (L, R)
May/June	<i>Berto y sus buenas ideas</i> : one chapter read aloud round robin in each class period and selected comprehension activities completed	Can I understand what is read aloud in each of the 6 chapters? Can I demonstrate my retention of the most important vocabulary? Can I demonstrate my understanding of a paragraph read aloud by writing in English what the part is about?	Interpretive, Interpersonal	2A, 2B, 2C, 2D, 2E, 2F	Observation (S, L, R, W) <i>Berto y sus buenas ideas</i> test (L, W)

Two Types of Assessment: *Formative Assessment and Summative Assessment*

Assessments in a Performance Based Language Program: Interpretive, Presentational, Interpersonal

World-Readiness Standards for Learning Languages include 5 strands: Communication, Cultures, Connections, Comparisons, Communities.

Note that this year (2019-2020) due to the mixed class of 6th and 7th graders, 6th graders will follow the 7th grade curriculum map except for the novel. 6th grade will read Berto y sus buenas ideas while 7th grade will read Pobre Ana.