

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
WORLD LANGUAGE/SPANISH CURRICULUM
GRADE 6**

| SKILL AREA | STUDENT OBJECTIVE | EXAMPLE/ACTIVITIES | RESOURCE/MATERIALS | ASSESSMENT | NJ CORE CURRICULUM STANDARD |
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| NUMBERS | <p>The students will be able to:</p> <ul style="list-style-type: none"> do simple math problems in Spanish. | <ul style="list-style-type: none"> Use overhead to review words for math operations (add, subtract, multiply, divide). Students will practice words by writing problems in Spanish on activity sheet. They will then write problems dictated by teacher. Use flashcards and team competition at board to practice math facts aurally and orally in Spanish. | <ul style="list-style-type: none"> Overhead Activity Sheet Flashcards Chalkboard | <ul style="list-style-type: none"> Teacher Observation | <p>7.1 A.1,3 B.1</p> |
| MATH | <ul style="list-style-type: none"> recognize and use common metric measures in Spanish. | <ul style="list-style-type: none"> Review meters, kilometers, and kilograms in English and Spanish. Students will practice estimating and measuring distances and weights with classroom objects. They will then fill in correct forms of metric measurements in Spanish. | <ul style="list-style-type: none"> Meter Sticks Bathroom Scales Balance Scales Paper, Pencils Activity Sheets | <ul style="list-style-type: none"> Teacher Observation Activity Sheets | <p>7.1 A.5 B.4</p> |
| FAMILY | <ul style="list-style-type: none"> identify family members in Spanish. | <ul style="list-style-type: none"> Review immediate and extended family members with video and/or pictures. Have students wear family member labels as they role play Spanish royal family, famous entertainment families, or their own family. Students will illustrate their family tree on drawing paper or in PowerPoint (when computer lab is available). Play Bingo to review vocabulary. | <ul style="list-style-type: none"> Video Flashcards Family Props Drawing Paper Markers, Crayons Computers Bingo | <ul style="list-style-type: none"> Teacher Observation Completed Family Trees | <p>7.1 A.3,5 C.2</p> |

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| FAMILY | <p>The students will be able to:</p> <ul style="list-style-type: none"> exchange information in response to questions “¿Cómo se llama tu ___?,” “¿Quiénes son los miembros de tu familia?,” “¿Cuántos ___ tienes?,” and “¿Dónde vive tu ___?” describe, with some detail, family members. | <ul style="list-style-type: none"> Students will work in pairs to write and orally practice giving names, number of family members, and where they live after chorally practicing each expression with the teacher. Students will read dialogs about family and write their own dialogs to present to class. Students will design family shields to represent their family. Using Spanish language learned, have students listen to a brief paragraph about a family. Have students write down family members discussed as well as a few facts about family members. | <ul style="list-style-type: none"> Activity Sheets Dialogs Blank Family Shields Paper, Pencils | <ul style="list-style-type: none"> Teacher Observation Completed Dialogs and Shields Teacher Observation Completed Written Responses | <p>7.1 A.3 B.3</p> <p>7.1 A.2-4</p> |
| COLORS | <ul style="list-style-type: none"> recognize and identify colors in Spanish and use these color descriptions. | <ul style="list-style-type: none"> Review colors by asking students yes/no questions about color of their clothing. Have students recite colors and create an artist palette. Direct them to use specific colors when coloring Spanish speaking country maps and flags and to create a color key for geographical features. | <ul style="list-style-type: none"> Teacher Prepared Artist Palette Blank Maps and Flags Classroom Atlases | <ul style="list-style-type: none"> Teacher Observation Completed Maps | <p>7.1 A.3 C.2</p> <p>7.2 A.2</p> |
| DAYS OF WEEK & MONTHS | <ul style="list-style-type: none"> recognize and recite days of week and months by filling in a Spanish calendar. | <ul style="list-style-type: none"> Review days of week using “Adams Family” tune. Use review of month flashcards to highlight cognates. Show students how they can repeat months in Spanish using their knuckles to determine which months have 30-31 days. Students will then fill in a yearly calendar with a partner using Spanish months and days. Highlight important school events, holidays to include. | <ul style="list-style-type: none"> Magnetic Calendar Blank Monthly Calendar Pages | <ul style="list-style-type: none"> Teacher Observation Completed Calendars | <p>7.1 A.3,5</p> |

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| DAYS OF WEEK & MONTHS | <p>The students will be able to:</p> <ul style="list-style-type: none"> recite dates in Spanish in response to “¿Cuál es la fecha de hoy?” | <ul style="list-style-type: none"> Review date with weekly calendar routine. Practice writing and reciting dates of well-known holidays. Each student will recite their birthday in Spanish to find out their Aztec horoscope. | <ul style="list-style-type: none"> Magnetic Calendar Activity Sheets | <ul style="list-style-type: none"> Teacher Observation Completed Activity Sheets | <p>7.1 A.3 B.3</p> |
| SEASONS | <ul style="list-style-type: none"> provide and obtain information related to the calendar and which months fall into what seasons in a given area. | <ul style="list-style-type: none"> Using previously made calendar, break it up by seasons. Have students review seasons in Spanish and write the season names on the months. Identify seasonal pictures with correct season in Spanish. | <ul style="list-style-type: none"> Completed Calendar of Months Picture Prompts | <ul style="list-style-type: none"> Teacher Observation | <p>7.1 A.1,5</p> |
| SCHOOL PERSONNEL AND LOCATIONS | <ul style="list-style-type: none"> identify some of the places found in the school in Spanish. | <ul style="list-style-type: none"> Have students review places found in school by watching PowerPoint of teachers and school locations labeled in Spanish. Students will create a map of their school in Spanish and will graph number of teachers, aides, cafeteria workers, etc., to practice this vocabulary. Students will repeat vocabulary chorally after teacher and work in pairs with simple dialogs. | <ul style="list-style-type: none"> Drawing Paper Pencils Crayons, Markers Dialogs | <ul style="list-style-type: none"> Teacher Observation Completed Maps | <p>7.1 A.3 B.4</p> |
| COMMUNITY TYPES | <ul style="list-style-type: none"> respond to question “¿Dónde vives?” at various levels: house, apartment, city, state, and country. | <ul style="list-style-type: none"> Teacher will introduce vocabulary for different dwellings with picture prompts, asking either/or questions. Students will work in pairs to complete activity sheets about where people live. | <ul style="list-style-type: none"> Activity Sheets Flashcards or PowerPoint Pictures | <ul style="list-style-type: none"> Completed Activity Sheets | <p>7.1 A.3 B.3</p> |
| | <ul style="list-style-type: none"> identify cardinal directions in Spanish. | <ul style="list-style-type: none"> Students will label maps of the United States to show where relatives live or where they would like to live. | <ul style="list-style-type: none"> Blank Maps | <ul style="list-style-type: none"> Completed Maps | <p>7.1 A.5 B.4</p> |

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| <u>SCIENCE</u> UNIVERSE | The students will be able to: • identify the planets of the solar system and their relative position using ordinal numbers. | • Extend discussion of “¿Dónde vives?” to include the solar system. Introduce ordinal numbers “primero through noveno” and discuss color and sizes of planets. Students will complete activity sheets. | • Poster • Model of Planets • Activity Sheets | • Completed Activity Sheet | 7.1 A.5 B.4 |
| WEATHER | • identify weather patterns related to various seasons. | • Students will exchange information on weather by discussing seasons and climatic regions relative to Spanish speaking countries and their geographic locations. Activities will include card games, Bingo, songs, activity sheets, video clips, graphing weather, etc. | • PowerPoint Pictures • Activity Sheets • Bingo • Quiz Bowl Game Equipment • Graph Paper | • Teacher Observation • Completed Activity Sheets | 7.1 A.3,4,5 B.3,4 |
| GEOGRAPHY | • identify the oceans, continents, and hemispheres in Spanish and find them on a map. | • Students will reinforce basic geographic knowledge by learning Spanish cognates and working with information in context of maps, climates, and seasons. Make papier maché globes and label. | • Papier Maché Materials • Balloons • Markers | • Completed Globes • Activity Sheets | 7.1 A.3,4,5 B.4 7.2 A.2 |
| FOOD | • provide both oral and written information in response to “¿Tienes hambre?” and related questions about meals and what one is going to eat. | • Teacher will use TPR to review expressions for being hungry, thirsty, etc. Discuss how many times students eat during the day. Compare and contrast food and mealtime practices using Venn diagrams. After introducing meal vocabulary, students will put them in order using ordinal numbers on activity sheet. | • Plastic Food Props for Each Meal • Overhead – Venn Diagram • Activity Sheet | • Completed Venn Diagrams • Activity Sheets | 7.1 A.3,4,5 B.3,4 C.4 7.2 A.4 |

