

Curriculum Framework Spanish 1

School: KuumbaAcademy Charter School

Curricular Tool: ¡Avancemos!

Grade: 6

Teacher: _____

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Suggested Assessments: Multiple assessments should target the three modes of communication. ¹
Unit One: Lección Preliminar – Greetings, Leave taking and Presentation Timeline : 2 weeks			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p>4.1 Students recognize and group together cognates and those that are false cognates.</p>	<p>How we greet each other is important based on how we relate to one another.</p> <p>Where we come from gives us a specific way of looking at things in the world.</p>	<p>Essential Questions: Why should you learn another language?</p> <p>When you meet someone for the first time, what sort of impression do you want to make? What do you want them to know about you?</p> <p>How are greetings in Spanish different from greetings in English?</p> <p>What makes a conversation authentic? How can you have an authentic conversation with limited language skills?</p> <p>Learning Targets: Students will articulate the value in learning another language and provide examples of the value.</p> <p>Students will be able to greet, take leave and introduce classmates.</p> <p>Students will be able to ask and say how to spell names, places, addresses and email addresses. Students will be</p>	<ul style="list-style-type: none"> • Teacher observations with specific indicators or “Look Fors” • Pairs practice – Turn and Talk/Think Pair Share • Pairs practice – Audio tape recording of dialogue and self-analysis • Blabberize recordings • Homework • Bellringer work • Exit tickets • Summaries • “Hot Seat” impromptu responses • Inside-Outside Circles • Role play activities (unrehearsed) • Word toss • Word splash • Learning logs • Four corners and defense • Blogs • Email responses • Quizzes • Say something • Brainstorming A-Z • Numbered heads together • Pen pals responses • Unit Exams – Written and oral

¹ The list of assessments is strategies that teachers may use to assess students’ proficiency. When the teacher develops the unit, she/he will select from among this list or use similar activities, which provide multiple opportunities for students to display their learning through the interpersonal, interpretive, and presentational modes.

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		<p>able to ask about and state their nationality.</p> <p>Students will be able to understand and respond appropriately to basic classroom expressions and requests.</p> <p>Students will be able to say numbers 0-10.</p> <p>Students will be able to ask for and exchange phone numbers, locker numbers, and locker combinations.</p> <p>Students will be able to tell time, dates, and state the weather.</p>	<ul style="list-style-type: none"> • Presentations • Conversational/presentational peer coaching • Demonstrations •
<p>Unit Two: ¿Qué te gusta hacer? Timeline: 3 weeks</p>			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.1 Students recognize cultural practices in school routines and family activities.</p>	<p>The activities we do and don't do shape us into who we are.</p> <p>Who we are and where we come from shape our preferences for activities.</p>	<p><u>Essential Questions:</u> How does learning to describe your interests and activities connect you to other people?</p> <p>What is the best way to describe my interests and activities in Spanish?</p> <p><u>Learning Targets:</u> Students will be able to describe things they like and don't like to do.</p> <p>Students will be able to say who is doing an action.</p> <p>Students will be able to describe where people are from.</p>	<ul style="list-style-type: none"> • Teacher observations with specific indicators or “Look Fors” • Pairs practice – Turn and Talk/Think Pair Share • Pairs practice – Audio tape recording of dialogue and self-analysis • Blabberize recordings • Homework • Bellringer work • Exit tickets • Summaries • “Hot Seat” impromptu responses • Inside-Outside Circles • Role play activities (unrehearsed) • Human continuum and explanation • Word toss • Word splash

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<p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p>4.1 Students recognize and group together cognates and those that are false cognates.</p>		<p>Students will be able to say things that others like to do and don't do.</p> <p>Articulate how finding common interests among people can connect them. Share why this is important.</p>	<ul style="list-style-type: none"> • Learning logs • Four corners and defense • Blogs • Email responses • Quizzes • Say something • Brainstorming A-Z • Numbered heads together • Pen pals responses • Unit Exams – Written and oral • Presentations • Conversational/presentational peer coaching • Demonstrations • Debate • RAFT's to prompt unrehearsed role plays
<p>Unit Three: Mis amigos y yo Timeline: 3 weeks</p>			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.1 Students recognize cultural practices in school routines and</p>	<p>Spanish-speaking teens in the United States have similar interests to English-speaking teens.</p> <p>The perspectives, practices, and products of people are windows into their culture.</p>	<p>Essential Questions: Why might I describe myself differently in different situations?</p> <p>Would students in a Spanish-speaking country describe themselves in way that is similar to how I describe myself?</p> <p>If I were talking with a student from a Spanish-speaking country, how might the conversation be different from how I speak with my friends in America? How might it be the same?</p> <p>What can I learn about the culture of</p>	<ul style="list-style-type: none"> • Teacher observations with specific indicators or “Look Fors” • Pairs practice – Turn and Talk/Think Pair Share • Pairs practice – Audio tape recording of dialogue and self-analysis • Blabberize recordings • Homework • Bellringer work • Exit tickets • Summaries • “Hot Seat” impromptu responses • Inside-Outside Circles • Role play activities (unrehearsed) • Human continuum and explanation

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<p>family activities.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p>4.1 Students recognize and group together cognates and those that are false cognates.</p> <p>4.2 Students become aware of cultural similarities and differences in school routines and family activities.</p>		<p>a group of people from what they do, think, and say?</p> <p>Learning Targets: Students will be able to describe themselves and others.</p> <p>Students will be able to identify people and things.</p> <p>Students will be able to say what someone is like.</p> <p>Students will be able to identify material needs and wants for the school day.</p> <p>Students will be able to use adjectives as part of descriptions of people.</p>	<ul style="list-style-type: none"> • Word toss • Word splash • Learning logs • Four corners and defense • Blogs • Email responses • Quizzes • Say something • Brainstorming A-Z • Numbered heads together • Pen pals responses • Unit Exams – Written and oral • Presentations • Conversational/presentational peer coaching • Demonstrations • Debate • RAFT’s to prompt unrehearsed role plays
<p>Unit Four: Somos estudiantes Timeline: 3 weeks</p>			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role</p>	<p>School life varies from culture to culture.</p> <p>Cultures value activities differently based on community and family traditions.</p>	<p>Essential Questions: How is language used in my school? How does my language change based on who I am talking with?</p> <p>What is my middle school experience? What is middle school like for students in other cultures?</p> <p>What value is placed on education in Spanish speaking countries?</p>	<ul style="list-style-type: none"> • Teacher observations with specific indicators or “Look Fors” • Pairs practice – Turn and Talk/Think Pair Share • Pairs practice – Audio tape recording of dialogue and self-analysis • Blabberize recordings • Homework • Bellringer work • Exit tickets • Summaries

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<p>play.</p> <p>2.1 Students recognize cultural practices in school routines and family activities.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p>4.1 Students recognize and group together cognates and those that are false cognates.</p>		<p><u>Learning Targets:</u> Students will talk about their daily schedule.</p> <p>Students will describe why their education is important.</p> <p>Students will compare and contrast how they feel about their education with how students of Spanish speaking countries feel.</p> <p>Students will be able to use time to describe when they take classes and complete their activities.</p> <p>Students will be able to describe their belongings in a school setting versus things that don't belong to them.</p> <p>Students will be able to describe their activities and the frequency of those activities.</p> <p>Students will be able to express what they are required to do.</p>	<ul style="list-style-type: none"> • “Hot Seat” impromptu responses • Inside-Outside Circles • Role play activities (unrehearsed) • Human continuum and explanation • Word toss • Word splash • Learning logs • Four corners and defense • Blogs • Email responses • Quizzes • Say something • Brainstorming A-Z • Numbered heads together • Pen pals responses • Unit Exams – Written and oral • Presentations • Conversational/presentational peer coaching • Demonstrations • Debate • RAFT’s to prompt unrehearsed role plays
<p>Unit Five: En la escuela Timeline: 3 weeks</p>			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used</p>	<p>Classrooms and school life vary from place to place.</p> <p>Language aside, students from other cultures often have similar interests.</p> <p>Students across the world share</p>	<p><u>Essential Questions:</u> How does a teenager’s school life change from culture to culture? How are my school experiences different from those of students in other Spanish-speaking cultures?</p>	<ul style="list-style-type: none"> • Teacher observations with specific indicators or “Look Fors” • Pairs practice – Turn and Talk/Think Pair Share • Pairs practice – Audio tape recording of dialogue and self-analysis • Blabberize recordings

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<p>by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.1 Students recognize cultural practices in school routines and family activities.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p>3.2 Students read, listen to and talk about age-appropriate school content, folktales, short stories, poems, internet sites and songs written for native speakers of the target language</p> <p>4.1 Students recognize and group together cognates and those that are false cognates.</p> <p>5.1 Students perform for the school community during special school events.</p>	<p>common school experiences, though differences exist due to culture.</p>	<p>How does my use of language impact what other people think about me?</p> <p>Learning Targets: Students will be able to identify classes and extra-curricular activities in the target language.</p> <p>Students will be able to compare and contrast classes and extra-curricular activities in the United States and in the target language culture.</p> <p>Students will be able to interview a student in the target language about his/her current classes and activities as well as future classes and activities.</p> <p>Students will be able to write an article in the target language expressing their views about classes and extra-curricular activities.</p> <p>Students will be able to give reasons why they enjoy participating in a specific extra-curricular activity.</p> <p>Students will be able to express feelings and emotions in Spanish.</p> <p>Students will be able to form questions in Spanish to learn about activities other people enjoy doing.</p>	<ul style="list-style-type: none"> • Homework • Bellringer work • Exit tickets • Summaries • “Hot Seat” impromptu responses • Inside-Outside Circles • Role play activities (unrehearsed) • Human continuum and explanation • Word toss • Word splash • Learning logs • Four corners and defense • Blogs • Email responses • Quizzes • Say something • Brainstorming A-Z • Numbered heads together • Pen pals responses • Unit Exams – Written and oral • Presentations • Conversational/presentational peer coaching • Demonstrations • Debate • RAFT’s to prompt unrehearsed role plays • Project: Ideal Classroom

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Unit Six: Mi comida favorita Timeline: 3 weeks			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.1 Students recognize cultural practices in school routines and family activities.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p>4.1 Students recognize and group together cognates and those that are false cognates.</p>	<p>Food brings communities together.</p> <p>Meals are the center of family life for many types of families in the world.</p>	<p>Essential Questions:</p> <p>How do special meals and traditions bring families together in different cultures?</p> <p>How are the “traditional” foods served at American holidays similar to or different from holiday foods in other cultures?</p> <p>How is language used differently with different family members?</p> <p>Learning Targets:</p> <p>Students will be able to talk about food and beverages, preferences and choices.</p> <p>Students will be able to ask and questions about food and family traditions.</p> <p>Students will research the food, meals and traditions of people of the target language. They will compare/contrast the traditions with their own.</p>	<ul style="list-style-type: none"> • Teacher observations with specific indicators or “Look Fors” • Pairs practice – Turn and Talk/Think Pair Share • Pairs practice – Audio tape recording of dialogue and self-analysis • Blabberize recordings • Homework • Bellringer work • Exit tickets • Summaries • “Hot Seat” impromptu responses • Inside-Outside Circles • Role play activities (unrehearsed) • Human continuum and explanation • Word toss • Word splash • Learning logs • Four corners and defense • Blogs • Email responses • Quizzes • Say something • Brainstorming A-Z • Numbered heads together • Pen pals responses • Unit Exams – Written and oral • Presentations • Conversational/presentational peer coaching • Demonstrations • Debate

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			<ul style="list-style-type: none"> • RAFT's to prompt unrehearsed role plays
Unit Seven: En mi familia Timeline: 3 weeks			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.1 Students recognize cultural practices in school routines and family activities.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p>4.1 Students recognize and group together cognates and those that</p>	<p>Family structure changes from place to place, and so do the roles in which its members serve.</p>	<p><u>Essential Questions:</u> How would a Spanish speaker describe the roles of different members of his/her family?</p> <p>Are the roles of family members in other cultures similar or different from the roles of people in my family?</p> <p><u>Learning Targets:</u> Students will be able to talk about their family members and describe them, including their age.</p> <p>Students will be able to draw comparisons between objects.</p> <p>Students will be able to use large numbers to describe large groups of objects, animals, or people.</p> <p>Students will compare and contrast the roles of their family members with the roles of Spanish speaking families.</p>	<ul style="list-style-type: none"> • Teacher observations with specific indicators or “Look Fors” • Pairs practice – Turn and Talk/Think Pair Share • Pairs practice – Audio tape recording of dialogue and self-analysis • Blabberize recordings • Homework • Bellringer work • Exit tickets • Summaries • “Hot Seat” impromptu responses • Inside-Outside Circles • Role play activities (unrehearsed) • Human continuum and explanation • Word toss • Word splash • Learning logs • Four corners and defense • Blogs • Email responses • Quizzes • Say something • Brainstorming A-Z • Numbered heads together • Pen pals responses • Unit Exams – Written and oral • Presentations • Conversational/presentational peer coaching

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are false cognates.			<ul style="list-style-type: none"> • Demonstrations • Debate • RAFT's to prompt unrehearsed role plays • Project: Family Tree
Unit Eight: ¡Vamos de compras! Timeline: 3 weeks			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.1 Students recognize cultural practices in school routines and family activities.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p>	<p>Shopping is a favorite activity among young people in the world.</p> <p>Fashion varies from place to place.</p>	<p><u>Essential Questions:</u> How does clothing reflect the culture from which a person comes?</p> <p>How does clothing represent who I am and my identity?</p> <p>Does fashion influence or reflect cultural stereotypes?</p> <p><u>Learning Targets:</u> Students will be able to describe various pieces of clothing from different seasons.</p> <p>Students will be able to compare their fashion choices with students in other cultures select their clothing.</p> <p>Students will be able to describe clothing that they want to buy on an upcoming shopping trip.</p> <p>Students will explore stereotypes and create a fashion ad that negates those stereotypes.</p>	<ul style="list-style-type: none"> • Teacher observations with specific indicators or “Look Fors” • Pairs practice – Turn and Talk/Think Pair Share • Pairs practice – Audio tape recording of dialogue and self-analysis • Blabberize recordings • Homework • Bellringer work • Exit tickets • Summaries • “Hot Seat” impromptu responses • Inside-Outside Circles • Role play activities (unrehearsed) • Human continuum and explanation • Word toss • Word splash • Learning logs • Four corners and defense • Blogs • Email responses • Quizzes • Say something • Brainstorming A-Z • Numbered heads together • Pen pals responses • Unit Exams – Written and oral

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<p>4.1 Students recognize and group together cognates and those that are false cognates.</p>			<ul style="list-style-type: none"> • Presentations • Conversational/presentational peer coaching • Demonstrations • Debate • RAFT's to prompt unrehearsed role plays • Fashion Ad
<p>Unit Nine: ¿Qué hacemos esta noche? Timeline: 3 weeks</p>			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.1 Students recognize cultural practices in school routines and family activities.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including</p>	<p>Places and events in a community are connected to the culture and needs of the people who live in that community.</p> <p>My identity, interests, and friends influence the places I go in my community and the events I attend.</p>	<p><u>Essential Questions:</u> Where is the Spanish language used in my community?</p> <p>With a limited knowledge of Spanish, what can I do to communicate with Spanish-speakers in my community?</p> <p>How are communities in different cultures similar to or different from my own?</p> <p><u>Learning Targets:</u> Students will describe places and events around their community.</p> <p>Students will be able to describe what they do in various places in their community.</p> <p>Students will identify Hispanic cultural events within their communities. Those who can will attend.</p>	<ul style="list-style-type: none"> • Teacher observations with specific indicators or “Look Fors” • Pairs practice – Turn and Talk/Think Pair Share • Pairs practice – Audio tape recording of dialogue and self-analysis • Blabberize recordings • Homework • Bellringer work • Exit tickets • Summaries • “Hot Seat” impromptu responses • Inside-Outside Circles • Role play activities (unrehearsed) • Human continuum and explanation • Word toss • Word splash • Learning logs • Four corners and defense • Blogs • Email responses • Quizzes • Say something • Brainstorming A-Z

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<p>weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p>4.1 Students recognize and group together cognates and those that are false cognates.</p> <p>5.2 Students have fun learning to dance, sing, play games and respond in the target language.</p>		<p>Students will be able to explain why they go to particular places in their community.</p> <p>Students will be able to talk about having fun with friends.</p>	<ul style="list-style-type: none"> • Numbered heads together • Pen pals responses • Unit Exams – Written and oral • Presentations • Conversational/presentational peer coaching • Demonstrations • Debate • RAFT's to prompt unrehearsed role plays