

# Spanish Curriculum

## Sixth Grade

By the end of sixth grade, students will identify letter sound relationships and recognize new words by the use of phonics skills and word patterns. The sixth grader will know how to express and use letter sound relationships so that they can demonstrate comprehension through the use of context clues. They will be able to apply word relationships to other subject areas and will begin to use the skills to *independently* read appropriate books, write sentences and short stories, and listen to and speak in Spanish.

**Archdiocese of Santa Fe Standard 1:      Communication**  
**Students increase their knowledge and understanding of the Spanish language and become active participants in our multilingual and multicultural society.**

NSFLE Standard 1:    Communication  
Students communicate in languages other than English.

NSFLE Standard 3:    Connections  
Students connect with other disciplines and acquire information.

NSFLE Standard 4:    Comparisons  
Students develop insight into the nature of language and culture.

NSFLE Standard 5:    Communities  
Students participate in multilingual communities at home and around the world.

*These objectives should be achieved per grade level by all schools. The curriculum may be tailored for schools that offer a Spanish program of less than three times per week in accordance with each school's resources and the approval of the school's administration.*

### Essential for Mastery in Grade 6

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate the student has achieved the Learning Outcome)	<b>BEST PRACTICES</b>
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<p>NOTE: <i>Provide age-appropriate literature and songs pertaining to the topic being taught. All previous grade level outcomes should be reviewed and reinforced.</i></p>		
<p><b>A. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Spanish.</b></p>		
<p>1. Create scenarios and participate in group activities that require the application of skills learned.</p>	<ul style="list-style-type: none"> <li>• Teacher-student: Be able to produce and carry out (role-play) daily situations from home, school, and around the community to demonstrate knowledge of oral and written language.</li> </ul>	
<p><b>B. Students understand and interpret written and spoken language on a variety of topics, including the appropriate article.</b></p>		
<p>1. Expand the number base 201-1000 (orally) and 100-200 (written).</p>	<ul style="list-style-type: none"> <li>• Recite numbers from 201-1000 and identify them when out of sequence.</li> <li>• Recognize correct spelling for numbers 100-200.</li> <li>• Write numbers correctly from 0-100.</li> </ul>	
<p>2. Recognize and recall the ordinal numbers from first to twelfth.</p>	<ul style="list-style-type: none"> <li>• Recite ordinal numbers (oral and written) from first to twelfth.</li> </ul>	
<p>3. Recite and recognize school subjects.</p>	<ul style="list-style-type: none"> <li>• Orally: Be able to transfer effortlessly from one language to another school subjects. (i.e., <i>la clase de educación física, la clase de español</i>).</li> </ul>	
<p><b>C. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></p>		
<p>1. Recognize and transfer (in English if necessary) the process of word/idea-borrowing from one language to another to convey meaning.</p>	<ul style="list-style-type: none"> <li>• Written: Be able to produce simple short stories that describe, explain, narrate or persuade.</li> </ul>	
<p>2. Recognize and transfer cognates and false cognates to gain meaning from text.</p>	<ul style="list-style-type: none"> <li>• Become familiar with and be able to naturally transfer cognates from one</li> </ul>	

	language to another (English/Spanish or Spanish/English).	
3. Comprehend and demonstrate the usage of contractions: <i>al</i> and <i>del</i> .	<ul style="list-style-type: none"> <li>Show evidence of comprehension of the contractions <i>al</i> and <i>del</i> by applying the rules of grammar.</li> </ul>	
4. Write and illustrate a descriptive paragraph.	<ul style="list-style-type: none"> <li>Create a descriptive paragraph and illustrate it with minimal help from the teacher.</li> </ul>	
5. Conjugate stem-changing verbs such as: <i>jugar, querer, tener, poder, etc.</i>	<ul style="list-style-type: none"> <li>Demonstrate orally and in written form proper verb conjugations according to subject pronouns.</li> </ul>	

**Archdiocese of Santa Fe Standard 2: Culture**  
**Students attain knowledge and understanding of the Spanish culture.**

NSFLE Standard 2: Cultures  
 Students gain knowledge and understanding of other cultures.

NSFLE Standard 4: Comparisons  
 Students develop insight into the nature of language and culture.

*These objectives should be achieved per grade level by all schools. The curriculum may be tailored for schools that offer a Spanish program of less than three times per week in accordance with each school's resources and the approval of the school's administration.*

**Essential for Mastery in Grade 6**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
NOTE: <i>Provide age-appropriate literature and songs pertaining to the topic being taught. All previous grade level outcomes should be reviewed and reinforced.</i>		

<b>A. Students demonstrate an understanding of the relationship between the cultural practices of the Spanish language.</b>		
1. Identify and understand the significance of Patriotic Festivals ( <i>Fiestas Patrias</i> ) such as: <ul style="list-style-type: none"> <li>○ <i>Cinco de Mayo</i></li> <li>○ <i>16 de Septiembre</i></li> </ul>	<ul style="list-style-type: none"> <li>• Explain the history and differences between <i>el cinco de mayo</i> and <i>el 16 de septiembre</i>.</li> </ul>	
2. Gain knowledge of “Day of the People” ( <i>Día de la Raza</i> ) in relation to its cultural value.	<ul style="list-style-type: none"> <li>• Explain the importance that this day has in Spanish-speaking countries and how it’s celebrated.</li> </ul>	
3. Identify and decipher Riddles ( <i>Adivinanzas</i> ) and Proverbs ( <i>Dichos</i> ).	<ul style="list-style-type: none"> <li>• Recite and explain the meaning of some <i>Adivinanzas</i> and <i>Dichos</i>.</li> </ul>	
4. Identify and understand the ancient legend of “The Weeping Woman” ( <i>La Leyenda de la Llorona</i> ).	<ul style="list-style-type: none"> <li>• Retell the legend of <i>La llorona</i>.</li> </ul>	
5. Listen to music which reflects cultures of Spanish speaking countries.	<ul style="list-style-type: none"> <li>• Distinguish among the different music genres (i.e., <i>Tango, Salsa, Ranchera, Merengue</i>).</li> </ul>	

**Archdiocese of Santa Fe Standard 3: Students will enhance their understanding of Catholic faith and heritage through study of the Spanish language and culture.**

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**Essential for Mastery in Grade 6**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
NOTE: <i>Provide age-appropriate literature and songs pertaining to the topic being taught.</i>		

<i>All previous grade level outcomes should be reviewed and reinforced.</i>		
<b>A. Students use the Spanish language and authentic sources to reinforce content learned in the area of religion.</b>		
1. Read the “Apostles’ Creed” ( <i>El Credo de los Apóstoles</i> ).	<ul style="list-style-type: none"> <li>• Engage in discussion of the prayer, and relate its meaning with native language.</li> </ul>	
2. Identify cultural ways of celebrating the seasons of the church year and holidays special to the Spanish population (i.e., <i>Día de Los Muertos</i> ).	<ul style="list-style-type: none"> <li>• Investigate a Spanish speaking country, and make a presentation on how that country celebrates one particular season in the church.</li> </ul>	
3. Sing <i>Las Posadas</i> , <i>Los Peregrinos</i> , etc. (words can be found in <u>Flor y Canto</u> ).	<ul style="list-style-type: none"> <li>• Learn songs that pertain to the “Seasons of the Church.” Compare/contrast how the songs are presented in their church.</li> </ul>	