

SPANISH 1A- PACING GUIDE

6TH GRADE

UNIT 1: WHO AM I?

UNDERSTANDING

- All societies have their own cultures and they affect our behaviors, manners, and values.
- Our culture helps us to develop our identities.
- There are similarities and differences between my own culture and the target cultures.

ESSENTIAL QUESTIONS

1. Who am I? Who are you?
 - a. What am I like?
 - b. What do I like to do?
3. How am I similar to and different from teens in other cultures?
 - . Compare basic social behaviors
 - a. How does culture influence my social interactions and manners?
 1. Evaluate the culture and compare what they do with what we do in our own culture
 - b. How does my culture influence how I view my own identity?

KNOWLEDGE

- How to describe themselves.
- How to talk about their likes and dislikes in simple presentational speaking tasks.
- Compare themselves and their own cultures to the target culture.

SKILLS

I Can...

1. introduce myself in formal and informal settings
2. describe myself (nationality, personality, age, physical characteristics)
3. tell how I'm doing and ask others the same in formal and informal settings.
4. give information about myself (e.g. phone number, birthday, address)
5. identify things I like and things I like to do.
6. compare myself to others in the target culture.

UNIT 2: WHAT IS FAMILY?

UNDERSTANDING

- Family structures, activities, and roles may vary among cultures.
- Exchange student programs can help exchange students as well as host families to learn more about one another's culture.

ESSENTIAL QUESTIONS

1. How do different cultures define family?
 - a. Who makes up my family?
 - i. Structure, composition
 - ii. Role, importance of family in life
2. How do families and values in my community compare to those in TC?\

KNOWLEDGE

- How to describe their family members
- How to discuss what people enjoy doing
- How their family structure and family roles differ from those of a family in another culture.

SKILLS

I can...

1. I can describe my own family
 - a. Tell the names, ages, and relationships of people and pets
 - b. Describe physical traits and personality traits
 - c. Discuss likes and dislikes of family members
3. I can compare my family with families in the target culture
 - . Definition, structure, and composition of family
 - a. What do families do together?

UNIT 3: HOW AM I EDUCATED?

UNDERSTANDING

- Educational opportunities can vary from one culture to another.
- Education is valued differently from one culture to another.
- Education is an essential part of culture.

ESSENTIAL QUESTIONS

- How does access to education in my culture compare to access in the target culture?
- How do economic status and gender affect access to education in the target culture? How does that compare to my own?
- How does a culture's educational system reflect the values of a society?

KNOWLEDGE

- How to describe their own school experience, including schedule, extracurriculars and preferred courses.
- How their own educational system compares to that of the target culture.
- How to compare their own educational experience and that of the target culture, particularly focusing on access to education.

SKILLS

I Can...

1. I can describe my own school experience.
 - a. Schedule
 - b. Extracurriculars
 - c. Favorite courses
 - d. Least favorite courses
 - e. What I enjoy/dislike about school
3. I can compare my school experience with that of the target culture.
 - . Schedule
 - a. Extracurriculars
 - b. Studied topics
 - c. What they enjoy/dislike about school