

# **SPANISH 1B- PACING GUIDE**

## **6TH GRADE**

### **REVIEW UNIT 1: WHO AM I?**

#### **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.

### **REVIEW UNIT 3: HOW AM I EDUCATED?**

#### **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.
    - a. Schedule
    - b. Extracurriculars
    - b. Studied topics
    - c. What they enjoy/dislike about school

### **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?

## **REVIEW UNIT 5: LET'S EAT (Breakfast, Lunch, & Dinner) NEW (Restaurant settings)**

### **UNDERSTANDING**

- Culture affects our attitudes and behaviors toward food
- There are similarities and differences between my own culture and the target culture.

### **ESSENTIAL QUESTIONS**

1. What are some ways culture impacts my view toward food and eating?
2. How do my eating patterns compare with those of teens in the TC?

## **KNOWLEDGE**

- Words and memorized phrases related to food and eating.
- How to talk about food preferences
- How to order and end the meal in a restaurant
- Some ways culture affects eating patterns
- Some similarities between their own culture and the target culture

## **SKILLS**

I can...

1. Describe and understand simple statements about food
  - a. Understand what I hear and read in a menu or restaurant review
  - b. Tell what I want and don't want to eat
  - c. Communicate essential dietary needs (allergies, gluten free, etc.)
2. Compare iconic foods from my culture with foods from the target culture
3. Understand the role of food in a family and community
  - . Explain what foods are available in my culture and the target culture
  - a. Describe etiquette related to food and restaurants in my culture and the target culture