

Foreign Language Planned Course  
Spanish Culture and Customs – Grade 6

**Unit 1: Introducing the Sounds of Spanish**

**State Curriculum Standard:**

**1.2** Students understand and interpret written & spoken language on a variety of topics

Content Standard: Students master pronunciation

Course Content:

- Alphabet
- Basic vowels A, E, I, O, U
- Consonants concentrating on the letters H, J, LL, RR, V, N, N

Student Performance:

Students master pronunciation of vowels and alphabet, in order to pronounce Spanish names and countries

Study and discuss origin of Spanish first and last names.

Identify sounds associated with letters

Recite alphabet

Spell/write words according to their pronunciation

**Unit 2: Greetings**

**State Curriculum Standard:**

**1.1** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

**4.1** Students demonstrate understanding of the nature of language through comparisons of language studied and their own

Content Standard: Students acquire basic situational vocabulary

Course Content:

- Greeting people
- Responding when people greet you
- Asking for and giving names
- Saying good-bye to people

Student Performance:

Identify and express simple courtesies when greeting and saying good-bye to people

### **Unit 3: Family and home**

**State Curriculum Standard:**

**1.2** Students understand and interpret written and spoken language on a variety of topics.

**2.1** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**4.2** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Content Standard: Identify family, family relationships, and home

Course content:

- Identify family members
- Importance of family and the role of godparents in the family
- Identify rooms of the house

Student Performance:

- Identify family members
- Utilize expressions to label rooms of the house
- Compare and contrast the role of the family with those of the United States

- Compare and contrast the types of homes with the homes in the United States

#### **Unit 4: Food**

##### **State Curriculum Standard:**

**1.2** Students understand and interpret written and spoken language on a variety of topics.

**2.1** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**4.2** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Content Standard: Students identify & discuss foods & learn expressions for meal times.

##### Course Content:

- Basic foods & beverages
- Identify vocabulary for the 3 meals
- Eating habits & times

##### Student Performance:

- Identify basic foods & beverages.
- Identify & describe food eaten at the 3 meals.
- Compare & Contrast eating times in the Hispanic world with those of the United States.

## **Curricula Changes to the 7<sup>th</sup> & 8<sup>th</sup> grade Spanish Programs**

**The following moved to the 6<sup>th</sup> grade program:**

Exploratory Spanish Grade 7:

- Moved Lesson 1: Introducing the sounds of Spanish.
- Moved Lesson 2: Greetings

Spanish I Grade 8:

- Moved from Chapter 5: Vocab of foods and mealtimes
- Moved from Chapter 6: Vocab of Family & House.
- Moved from Chapter 6: Relationships of family.
- Moved from Chapter 6: Identification of parts of the house.
- Moved Chapter 6: Cultural concepts of family & home as compared to & contrasted with the United States.