

BLUE VALLEY DISTRICT CURRICULUM OVERVIEW

MS Spanish/French 1A

6th grade-one semester



UNIT 1: Personal and Public Identities: Getting Acquainted

ESSENTIAL QUESTIONS

Who am I?

BIG IDEAS

Students use the target language to understand and communicate to:

- introduce themselves.
- exchange and present basic information to get to know other.
- appropriately greet others and use farewells.
- compare practices of greeting and introductions across target cultures.
- thrive in a 90% target language setting.

GUIDING QUESTIONS

How do I use language to

- greet and say goodbye to others?
- introduce myself using appropriate forms of address and express state of being?
- exchange memorized biographical information (name, age, birthday, nationality, where I am from, languages I speak)?
- discuss leisure activities at home and at school?
- identify where the target language is spoken in the world?
- understand basic classroom commands and express basic needs in the target language?
- use numbers in context; comment on percentage of populations that speak the target languages in the community and world?
- recognize and pronounce Chinese words written in Pinyin (CH)?
- recognize and copy legibly basic characters (CH)?
- write characters from memory for basic personal information (CH)?

UNIT 2: Contemporary Life: Hanging Out !

ESSENTIAL QUESTIONS

How do people have fun across cultures?

BIG IDEAS

Students use the target language to understand and communicate about:

- daily activities.
- plans to hang out with a friend.
- daily activities of teens around the world and make comparisons with their own.

GUIDING QUESTIONS

How do I use language to

- invite, accept or decline an invitation to join in an activity?
- talk about activities I do at home or school and ask someone what they do?
- ask someone and tell how often and when I do specific activities?
- compare daily activities of teens in other cultures with my own?