

Global Languages

Spanish Grade 6 Language Experience

An essential component of our program is the unique opportunity we provide our students to begin the language experience at grade six. Language learning that starts early allows for a longer sustained sequence, leading to more practice, experience and greater fluency. The introductory phase of Upper Arlington's global language program prepares students for learning about language and culture and introduces strategies and skills which enhance language acquisition as well as learning in other disciplines. Middle school students compare themselves to others in order to more clearly define themselves in relation to the world. The global language curriculum capitalizes on the natural curiosity of children and their openness to others.

Communication

Skills

Listening

- Identify and match pictures and objects based on oral descriptions.
- Listen and respond to selected authentic narratives and conversations (videos, cds.).
- Respond to simple commands and directions.
- Sort words and phrases into categories.
- Understand simple questions about personal information and other familiar topics.

Speaking

- Ask and answer simple questions about personal information and other familiar topics.
- Ask questions to clarify instructions.
- Exchange greetings and introductions.
- Exchange short, simple messages.
- Express feelings, emotions.
- Express likes and dislikes.
- Give simple commands.
- Name and describe pictures and common objects.
- Perform a simple presentation (skit, song, rap).
- Recite a poem or rhyme.
- Sing songs.

Reading

- Discuss authentic target language documents to identify main ideas using context clues.
- Identify and match pictures and objects based on oral descriptions.
- Read and follow simple directions.

Global Languages

- Sort words and phrases into categories.
- Understand simple questions about personal information and other familiar topics.

Writing

- Ask and answer simple questions about personal information and other familiar topics.
- Copy appropriate messages (thank you notes, birthday message).
- Create a simple presentation (posters, mobiles, signs).
- Create and exchange short, simple messages.
- Exchange greetings and introductions.
- Express feelings, emotions.
- Express likes and dislikes.
- Label and describe pictures and common objects.

Vocabulary and Structure

- Associate sounds and symbols in various combinations.
- Begin to build a foundation of vocabulary, phrases, and idiomatic expressions.
- Begin to develop acceptable intonation and pronunciation.
- Develop an awareness of basic grammatical concepts.
- Identify alphabet and sound-symbol relationships.

Communities

Careers

- ◇ Explore and discuss topics relating to various employment and career opportunities for which foreign languages are beneficial or necessary. Become aware of opportunities to participate in activities with community professionals who use the target language (e.g. shadowing, interviewing, analyzing job skills requirements). Use the language in working with peers in order to explore opportunities for the future in which the target language is required (e.g. mentoring and peer-collaboration).

Personal Enrichment

- ◇ Develop ability to understand and use the target language and pursue individual interests through the target language (e.g., music, literature, sports, travel, films, TV, Internet). As students progress in their learning, their sophistication of linguistic and cultural understanding provides unique learning opportunities and perspectives which distinguish them from students who lack a second language experience.

Global Languages

Reaching Others

- ◇ Participate in activities which benefit school and community by sharing examples of the target culture (e.g., songs, artwork, poems, multimedia presentations) with parents, peers and community members. Students will also have opportunities to participate in peer tutoring. In addition, students may exchange information through pen pals, e-pals and chat rooms; hear guest speakers and gain awareness of exchange and cultural opportunities; and begin to establish connections and communications with the target culture through travel, exchange programs and people in the community.

Comparisons

- Analyze and discuss various current and historical events and how they are perceived by the target culture and the United States.
- Become aware of the influence of English on the target language.
- Compare and contrast how words are interrelated across languages.
- Compare and contrast word order in English and the target language.
- Compare grammatical structures (e.g., verb endings, word order, adjective/noun agreement).
- Compare how various linguistic elements are expressed in the target language and in English.
- Compare major contributions from the target culture (e.g., food, fashion) with those from the student's own culture.
- Compare products representative of the cultures being studied (e.g., baguette, piñata, automobiles) with those from the student's own culture.
- Compare selected practices and social conventions of the target language culture (e.g., greetings, table manners, gestures, personal distance, holiday celebrations) with those from the student's own culture.
- Compare sound and writing systems of the target language with their own.
- Compare typical daily activities and routines of members of the target language community (e.g., school, leisure) with those from the student's own culture.
- Develop an awareness of familiar/formal forms of language.
- Examine the influences of target cultures on the home culture and vice versa (e.g., salsa vs. catsup as the #1 condiment in the U.S.).
- Identify and use cognates and loan words to derive meaning from oral and written texts.
- Identify and use idiomatic expressions to derive meaning from oral and written texts.

Global Languages

Connections

- ◇ Explore a variety of topics in other disciplines such as:
 - Social Studies/Citizenship: Identifying and exploring information on selected target language countries and their peoples; labeling maps and identifying land forms.
 - Arts and Literature: Learning about music, cuisine.
 - Math/Science: Identify currency, organizing information, graphing, learning about the weather.
 - Technology: Using the web for collecting information and practicing the language.
 - Reading/Language Arts: Using print media (such as the internet, articles and brochures/pamphlets) to support beginning language acquisition; learning reading strategies which can be applied in the classroom and across the entire curriculum.
 - Health/Fitness: Sports and games.
 - Life Skills: Exploring career choices (in English).

Cultures

- Discuss general impressions gleaned from film and video (e.g., how people treat each other, how they view family roles).
- Explore typical daily activities, routines, patterns of behavior of members of the target language community (e.g., school, leisure).
- Identify and participate appropriately in selected practices of the target language culture (e.g., greetings, table manners, gestures, physical distance, holiday celebrations).
- Identify common beliefs and attitudes within the target culture (e.g., social etiquette, the various roles of individual family members).
- Identify major contributions from the target culture (e.g., in the arts, science, medicine, food, fashion).
- Identify or create products representative of the cultures being studied (e.g., baguette, piñata, automobiles).
- Identify well-known, contemporary people from the target culture (e.g., athletes, artists).
- Investigate and report on contributions, selected practices and products representative of the cultures being studied (e.g., science, medicine, health and nutrition, foods).