ABSTRACT

Students in the Exploring World Languages and Culture rotation course participate in a project-based learning experience. Spanish-speaking and French-speaking people and their diverse cultures are explored through project based learning during each of two cycles in Spanish and French languages and cultures. The vocabulary necessary for basic conversation and for reporting research findings serves as the focus of language learning. The use of culturally-authentic resources and technology to conduct investigations of the noteworthy people and places of Hispanic and Francophone cultures supports students' acquisitions of 21st century life skills.

Adopted by the Somerville Board of Education on July 25, 2017
## Exploring World Languages and Cultures – Grade 6

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>Days 1-3</th>
<th>Days 4-6</th>
<th>Days 7-10</th>
<th>Days 11-14</th>
<th>Days 15-18*</th>
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<tbody>
<tr>
<td><strong>Essential Question:</strong></td>
<td>How do Spanish-speaking and French-speaking people initiate conversations?</td>
<td>What vocabulary helps describe people and places?</td>
<td>What makes different global locales unique?</td>
<td>In what ways do cultures influence the choice of leisure activities?</td>
<td>How can the use of technology enhance comprehension of a culture and language?</td>
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<tr>
<td><strong>Content:</strong></td>
<td>Greetings and Basic Conversation</td>
<td>Numbers, Colors, and Adjectives</td>
<td>Weather and Adjectives</td>
<td>Celebrations and Pastimes</td>
<td>Multimedia Presentations</td>
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| **Skills and Topics:** | • identify the vocabulary necessary to greet and exchange basic personal information in the target language  
• apply vocabulary in oral discourse  
• demonstrate culturally-appropriate gestures and intonation  
• determine the focus for a personal cultural project based on research of a Spanish-speaking or French-speaking person and/or nation or locale | • employ number vocabulary needed in a personal cultural project  
• assess the vocabulary necessary to describe a person and/or place included in a personal cultural project  
• research a person and/or place representing the culture in which Spanish or French is spoken  
• synthesize results of research in a personal cultural project | • identify basic weather vocabulary  
• compare and contrast weather and climate  
• assess the climate related to the location of a personal cultural project  
• utilize extended adjectives to describe a person and/or place in the target language  
• extend a personal cultural project to include weather and climate information | • investigate culturally-appropriate celebrations and pastimes in Spanish-speaking or French-speaking nations  
• identify the vocabulary necessary to discuss celebrations and pastimes  
• create a demonstration of a culturally-authentic celebration or pastime  
• utilize technology to present research findings in visual and oral forms | • incorporate new vocabulary and research results in a personal cultural project  
• employ appropriate vocabulary to present the personal cultural project orally  
• utilize a scoring rubric to assess personal and peer presentations |
| **Integration of Technology:** | Internet, wireless laptop computers, classroom computers, SMART Boards, interactive software, videos | | | | |
| **Writing:** | Open-ended responses, conclusions and analysis of exploratory activities | | | | |

* Spanish and French Languages and Cultures are explored during each of two 18 days cycles.
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<tr>
<td><strong>Formative Assessments:</strong></td>
<td>Progress journal for personal cultural project, scoring rubric</td>
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<tr>
<td><strong>Summative Assessments:</strong></td>
<td>Quizzes, final examination, scoring rubric for personal cultural project</td>
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<tr>
<td><strong>Performance Assessments:</strong></td>
<td>Multimedia presentations, scoring rubric for speaking assessments</td>
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**21st Century Themes:**
- ☒ Global Awareness
- ☐ Civic Literacy
- ☐ Financial, Economic, Business, and Entrepreneurial Literacy
- ☐ Health Literacy

**21st Century Skills:**
- ☒ Creativity and Innovation
- ☒ Media Literacy
- ☒ Critical Thinking and Problem Solving
- ☒ ICT Literacy
- ☒ Communication and Collaboration
- ☒ Information Literacy
- ☐ Life and Career Skills

**Resources:**
Research textbooks, magazines, newspapers, videos, culturally-authentic materials

**Careers:**
Applicable career options are discussed as they arise throughout the world languages program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster.