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| **6th grade** | | |
| **Considerations:**  Create a semester long content-based curriculum. Purchase Scholastic type magazines as the textbook. Use reading as a basis for the course. Have students read articles, work with cognates, use song, video clips that relate to readings, etc. Focus on how to learn a language, internet sites that allow students to be independent learners. Have each student propose a topic for independent research/presentation. | | |
| **Level 1** | | |
| **Global Citizenship –**   * Exchanging personal information – names, age, contact information, etc. * Fictional identities - Where others live - geography, major cities, nationalities, career | **Family Life**  **(Building Community)**   * Family members * Holidays * Festivals * Home * Pets * Mood/feelings (happy, sad) | **Daily Life**   * Food – café, restaurant * Shopping – market, clothing, $ * Friends |
| **School Life**  **(Literacy)**   * Calendars / Schedules * Time (digital only) * Subjects / Classroom | **Free Time**  **(All Work and No Play….)**   * Sports * Hobbies * Musical Instruments * Making Plans / Weather * Social Media/Technology | **Travel**  **(Exploration)**   * Vacation * Modes of Transportation * City Life * Clothing (listed in level 2) |

**Suggest dropping the media unit – media really is a part of every unit.**

**Keep working on topic titles that “hook” students. They suggest the relevancy of a unit of study. I’ve suggested some in parentheses, but the best ones come to you as you work on unit details.**

**Clothing - where does it belong, it’s in more than one level.**

**Add in movies, etc.**

**Concept of Global Citizenship -** All topics are connected to this unit throughout the year. Students have the chance to learn about the world, they take on a fictional identify as if they live elsewhere. They report on each topic from the lens of a person who lives in (country). What foods do they eat? Where do they live? What about schooling? The countries may be ones that speak the TL, but may be countries of interest to students, countries being studied in Social Studies, etc.

**Friendship –** possible unit, need to allow students to begin to speak in third person, first person plural, more….. also might consider moving “Free Time” to later in the year, would seem to be a logical unit for using other subject pronouns. The other units could keep a focus on first and second person.

**Create this type of chart for each language…..**