



Curriculum Map – Semester One Subject: SPANISH			Grade Level: SIXTH GRADE
September	October	November	December
<p>Unit One: Back to School Chap. 1Family-Cuentame mas</p> <p>A. Cultures</p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Country Research Project 1</li> <li>• Literature Discussion</li> </ul> <p>B. Functions and vocabulary</p> <ul style="list-style-type: none"> <li>• Passwords</li> <li>• courtesies and greetings</li> <li>• Learning strategies               <ul style="list-style-type: none"> <li>•risk taking</li> <li>•class unity</li> <li>•vocabulary strategies</li> <li>•listening skills</li> </ul> </li> <li>• family</li> <li>• emotions and feelings</li> <li>• Stating where one lives</li> <li>• Storytelling</li> </ul> <p>C. Grammar</p> <ul style="list-style-type: none"> <li>• Learning Strategies               <ul style="list-style-type: none"> <li>•context clues</li> <li>•visual clues</li> <li>•comprehension strategies</li> </ul> </li> <li>• 3<sup>rd</sup> person singular, present tense</li> <li>• Agreement in gender and number</li> <li>• Definite articles</li> <li>• Indefinite articles</li> <li>• Use of estar</li> </ul> <p>Syntax- noun - adjective</p>	<p>Unit Two: Chap. 1Family-Cuentame más Hispanic Heritage Month</p> <p>A. Cultures</p> <ul style="list-style-type: none"> <li>• CRP 2 &amp; 3</li> <li>• Hispanic Heritage Month</li> <li>• Family</li> </ul> <p>B. Functions and Vocabulary</p> <ul style="list-style-type: none"> <li>•family</li> <li>•hunger and thirst</li> <li>•estar</li> <li>•personal descriptions</li> </ul> <p>C. Grammar</p> <ul style="list-style-type: none"> <li>•gender agreement (noun/article/adjective)</li> <li>• use the verb ‘estar’</li> <li>•third person singular verb conjugation</li> </ul>	<p>Unit Two: Chap 2- El coyote y el cuervo</p> <p>A. Culture</p> <ul style="list-style-type: none"> <li>• Country Research Project 4 &amp;5</li> <li>• Atacama Desert/Sonoran Desert</li> <li>• Los Andes</li> </ul> <p>B. Functions and vocabulary</p> <ul style="list-style-type: none"> <li>• Storytelling</li> <li>• Describing emotions and reactions</li> <li>• Order of events</li> <li>• Responding to funny situations.</li> <li>• Questioning</li> <li>• Stating hunger</li> <li>• Describing units of time</li> </ul> <p>C. Grammar</p> <ul style="list-style-type: none"> <li>•3<sup>rd</sup> person singular-1<sup>st</sup> person, present tense</li> <li>• pronouns-</li> <li>• use of “estar”</li> <li>•quiere + infinitive</li> <li>Infinitive verbs (er,ar, ir)</li> <li>•indirect object pronouns</li> <li>•personal descriptions</li> <li>•gender agreement</li> <li>•prepositional phrases</li> </ul>	<p>Chapter Two- El coyote y el cuervo</p> <p>A. Culture</p> <ul style="list-style-type: none"> <li>• Country Research Country 6 &amp;7</li> <li>• Perú (general geographical information)</li> </ul> <p>B. Functions and Vocabulary</p> <ul style="list-style-type: none"> <li>• Storytelling</li> <li>• Discussing funny situations and jokes</li> <li>• Describing characters and locations</li> <li>• Discussing family situations</li> </ul> <p>C. Grammar</p> <ul style="list-style-type: none"> <li>•reflexive verb phrases</li> <li>•indirect object pronouns</li> <li>•personal descriptions</li> <li>•gender agreement</li> <li>•prepositional phrases</li> </ul>



Curriculum Map – Semester Two Subject: SPANISH				Grade L SIXTH GR
January	February	March	April	May
<p>Unit Two: Spain in the Middle Ages (El Cid/ The Crusades)</p> <p>A. Culture</p> <ul style="list-style-type: none"> <li>Spain in the Middle Ages</li> <li>El Cid</li> <li>The Crusades</li> </ul> <p>B. Functions and Vocabulary</p> <ul style="list-style-type: none"> <li>Timeline- El Cid</li> <li>Describing location</li> <li>Storytelling</li> <li>Stating chronological order of events</li> <li>Geographical locations</li> </ul> <p>C. Grammar</p> <ul style="list-style-type: none"> <li>reflexive verb phrases</li> <li>quiere + infinitive</li> <li>indirect object pronouns</li> <li>personal descriptions</li> <li>gender agreement</li> <li>prepositional phrases</li> <li>Infinitive verbs</li> </ul>	<p>Chapter 3- El ratoncito del campo (Introduction)</p> <p>A. Culture</p> <ul style="list-style-type: none"> <li>CRP- Tourist Attraction</li> <li>Personal vacation experience</li> </ul> <p>B. Functions and Vocabulary</p> <ul style="list-style-type: none"> <li>Stating time</li> <li>Describing units of time</li> <li>Stating preferences and recommendations</li> <li>Stating where one is going</li> </ul> <p>C. Grammar</p> <ul style="list-style-type: none"> <li>All subject pronouns- present tense</li> <li>Singular/plural</li> <li>Definite/indefinite articles</li> <li>Verb + infinitive</li> <li>Agreement in gender and number</li> </ul>	<p>Unit Three : Hispanic Arts and the Mexican Market</p> <p>A. Culture</p> <ul style="list-style-type: none"> <li>Latino music, art, drama, and dance</li> <li>Mexican marketplaces</li> <li>Mexican artwork</li> <li>bargaining</li> <li>currency</li> </ul> <p>B. Functions and Vocabulary</p> <ul style="list-style-type: none"> <li>music and dance</li> <li>time</li> <li>days of the week</li> <li>artists</li> <li>bargaining vocabulary</li> <li>greetings and salutations</li> <li>How much does it cost?</li> </ul> <p>C. Grammar</p> <ul style="list-style-type: none"> <li>quiere + infinitive</li> <li>making nouns plural</li> <li>gender and number agreement</li> <li>reflexive verbs</li> <li>puede + infinitive</li> <li>singular and plural</li> <li>comparatives</li> <li>adjectives</li> <li>question words</li> </ul>	<p>Chapter 3- El ratoncito del campo- (continued)</p> <p>A. Culture</p> <ul style="list-style-type: none"> <li>Diego Rivera art- Factory in Detroit, Michigan</li> <li>The Strike for Three Loaves</li> <li>César Chávez movement</li> </ul> <p>B. Functions and Vocabulary</p> <ul style="list-style-type: none"> <li>Stating where one is going</li> <li>Describing emotions and feelings</li> <li>Stating chronological order of events</li> <li>Storytelling</li> </ul> <p>C. Grammar</p> <ul style="list-style-type: none"> <li>Stem-changing verbs</li> <li>Verb+ infinitive</li> <li>Irregular verbs (tengo, voy, soy)</li> <li>Days of the week</li> <li>Indirect pronoun</li> <li>Possessive adjectives</li> </ul>	<p>Piratas del Caribe y el mapa sec Level I novel</p> <p>A. Culture</p> <ul style="list-style-type: none"> <li>General geography of the Caribbean</li> <li>Pirates of the Caribbean the 17<sup>th</sup> Century</li> <li>Trade routes from Spain Mexico (Port of Veracruz Mx, Puerto del Príncipe, Cuba)</li> <li>Henry Morgan</li> <li>Plazas</li> </ul> <p>B. Functions and Vocabulary</p> <ul style="list-style-type: none"> <li>Describe main characters</li> <li>Predictions</li> <li>Cognates</li> <li>Storytelling</li> <li>Stating chronological event</li> <li>Responding and discussing problems</li> <li>Describing emotional reactions</li> </ul> <p>C. Grammar</p> <ul style="list-style-type: none"> <li>All subject pronouns</li> <li>present regular verbs</li> <li>gender and number agreement</li> <li>verb + infinitive</li> <li>use of ser and estar</li> <li>present progressive time</li> <li>possessive adjectives</li> <li>irregular verbs</li> </ul>