

Spanish Alice Ayel YEAR/COURSE: Grade 6

Weeks Time frame	Topics / content/ concepts	Key / Guiding questions	Aims Learning Outcomes	Assessment methods and Strategies	Resources	Cross-curric. (CC) + Differentiation (DI) + Multiculturalism (MC)
1-8	<p>Classroom instructions: furniture in the classroom, school bag equipment. You and me: to exchange information about myself and others.</p> <ul style="list-style-type: none"> ● Numbers ● Alphabet ● To start and finish a conversation ● Family ● Nationalities ● Pets ● To hold a phone conversation 	<p><i>¿Qué hay en el aula?</i> <i>¿Entiendes las instrucciones durante la clase?</i> <i>¿Quién eres y cómo es tu familia?</i></p>	<p>To understand classroom instructions and to introduce oneself. To use indefinite and definite articles and adjectival agreement.</p>	<p>Vocabulary tests. Poster including personal details.</p>	<p>Gente Joven 1 Libro del alumno, Unidad 1 "Tú y yo", Cuaderno de ejercicios, CD.</p> <p>Story scripts: <i>¡Todo es posible!</i>; <i>No es aceptable</i>; <i>¿Dónde está mi cuaderno pequeño?</i></p>	<p>Spanish names and surname. Famous Hispanic people. Spanish ID card: DNI. Look at the importance of the ID card in Spain, look at the differences with other EU countries. Geography: countries around the world.</p>

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<p>9-16</p>	<p>Life at school:</p> <ul style="list-style-type: none"> ● Rooms, places and items in school Subjects ● Likes and dislikes ● Numbers ● Time ● Timetable ● Connectives: <i>también, tampoco...</i> 	<p><i>¿Cómo es tu colegio?</i> <i>¿Qué asignaturas te gustan?</i> <i>¿Qué hora es?</i></p>	<p>To describe school and life at school. To use the verb "gustar" and adjectival agreement.</p>	<p>Vocabulary tests. Oral presentation about an ideal school. End of unit test assessing listening, reading and writing skills.</p>	<p>Gente Joven 1 Libro del alumno, Unidad 2 "Mi cole", Cuaderno de ejercicios, CD. Story scripts: <i>Lo siento; ¿Por qué?; Paul y el avión</i></p>	<p>Spanish education system. Poem: "Mi escuela, mi escuela" by Gloria Fuertes. Art: "La Paloma de la Paz de Picasso".</p>
<p>17-24</p>	<p>Describing people:</p> <ul style="list-style-type: none"> ● Physical appearance ● Personality ● Likes and dislikes ● Activities outside from school ● Family ● Time frequency words: <i>a veces, siempre, nunca, todos los días...</i> ● Intensifiers: <i>muy, bastante, un poco. nada...</i> 	<p><i>¿Cómo es / eres?</i> <i>¿Qué haces en tu tiempo libre?</i> <i>¿Cómo es tu familia?</i></p>	<p>To describe how other people look and how they are like. To know the three types of infinitives and to use the present tense of regular verbs. To add time frequency words and intensifiers to sentences.</p>	<p>Vocabulary and grammar tests. Wanted poster. Poem about a special person. End of unit test assessing listening, reading and writing skills.</p>	<p>Gente Joven 1 Libro del alumno, Unidad 3 "¿Cómo eres?" Cuaderno de ejercicios, CD. Poem: <i>Manuela, mi abuela</i> Story script: <i>Buscando gafas; ¡Viene un hombre!</i> Short movies: <i>Busca y encuentra ¿Cómo son? La familia Serrano</i></p>	<p>Comics: <i>Mafalda de Quino, Manolito Gafotas de Elvira Lindo</i>. Spanish and Latin American families. Popular and typical expressions: <i>media naranja...</i></p>

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<p>25-32</p>	<p>Going shopping:</p> <ul style="list-style-type: none"> ● Different shops ● Numbers ● To ask for a price ● Likes and dislikes ● Colors ● Clothes ● Food and drinks ● To order food and drinks ● Numbers 	<p><i>¿Adónde vas para comprar?</i> <i>¿Qué compras?</i> <i>¿Qué comes y bebes?</i></p>	<p>To know where to go to buy different items. To hold a conversation in a shop. To buy clothes. To be able to order food and drinks. To review the verb “gustar” and adjectival agreement. To use demonstrative adjectives.</p>	<p>Vocabulary and grammar tests. restaurant menu. Role-plays in shops and restaurants. End of unit test assessing listening, reading and writing skills.</p>	<p>Gente Joven 1 Libro del alumno, Unidad 4 <i>“¡Felicidades!”</i> Cuaderno de ejercicios, CD. Story script: <i>Se vende</i> Short movie: <i>Nabil y Cindy van de tiendas</i></p>	<p>Spanish shops. Typical Spanish food and drinks. Cooking tapas. Spanish table manners.</p>
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<p>33-38</p>	<p>Reading a short Spanish novel “<i>Agentes secretos y el mural de Picasso</i>” by Mira Canion.</p>	<p><i>¿Quién es Picasso?</i> <i>¿Qué es El Guernica?</i> <i>¿Qué es la guerra civil española?</i></p>	<p>To practice and improve reading and comprehension skills. To review verbs in the present tense and to introduce verbs in the past tense. To review the vocabulary and structures learned over the school year. To learn new vocabulary and structures related to the novel.</p>	<p>Vocabulary and grammar tests. Role-plays to act scenes happening in the story. Pronunciation and intonation assessments. End of book assessment/ project.</p>	<p><i>Agentes secretos y el mural de Picasso, Mira Canion.</i> Short movies: <i>La vida de Picasso</i> <i>El Guernica</i></p>	<p>Spanish culture and history: Picasso. El Guernica. Spanish Civil War. Franco.</p>
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