

# Spanish 6th Grade Curriculum Map

Semester 1: Units Para Empezar, 1A, 1B, 2A, 2B, 3A, 3B, 4A and 4B

Semester 2: Units 5A, 5B, 6A, 6B, 7A, 7B, 8A, 8B, 9A and 9B

<i>Unit:</i>	<i>Para Empezar</i>		
Essential Question	Content/Skills	Resources	Assessments
<p><i>How does greetings in Spanish-speaking countries compare with the way you greet people in the United States?</i></p> <p><i>What other hieroglyphic writing besides the Mayan are you familiar with?</i></p> <p><i>Why do you think the seasons for the Northern and Southern hemispheres are reversed?</i></p>	<p>1. En la escuela (3-4 days)</p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Time</li> <li>• Formal vs Informal language use</li> <li>• Classroom commands</li> <li>• Numbers</li> <li>• Body parts</li> </ul>	<p>-Textbook -visuals of the human body</p> <p>-Article about The mayan “Jeroglificos</p> <p>-video/images of the seasons</p> <p>-clip of a weather reporter as a model</p>	<ul style="list-style-type: none"> <li>• Greet someone in class</li> <li>• Body parts labels worksheet</li> <li>• Dictation</li> <li>• Oral quiz of classroom furniture &amp; school supplies</li> <li>• Vocabulary quiz</li> <li>• Create your own calendar in Spanish</li> <li>• Present a weather report</li> </ul>
	<p>2. En la clase</p> <ul style="list-style-type: none"> <li>• Classroom furniture</li> <li>• School supplies</li> <li>• <b>GRAMMAR</b></li> <li>• Nouns and gender</li> <li>• The alphabet</li> <li>• <b>CULTURE</b></li> <li>• The mayan “Jeroglificos”/ Aztec Calendar</li> <li>• Punctuation and accent marks</li> <li>• The calendar</li> </ul>		
	<p>3. El Tiempo</p>		
	<ul style="list-style-type: none"> <li>• Seasons</li> <li>• Weather conditions</li> <li>• Cardinal points</li> </ul>		

## Unit 1A: Mis Amigos y yo

Essential Question	Content/Skills	Resources	Assessments
<p><i>Why do you think Picasso's style is known as cubism?</i></p> <p><i>Where do you like spend time with friends? How does your experience compares with that of Spanish teens?</i></p> <p><i>How popular music and dance in your community compares to that of Latin America?</i></p>	<p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>• Pablo Picasso/ Cubism</li> <li>• Verbs /Actividad fisica</li> <li>• Likes and dislikes</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Infinitives/simple verbs</li> <li>• Cognates</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>• Jaime Antonia Gonzalez</li> <li>• Music and dance in Latin America</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Negatives / no expressions</li> <li>• Express agreement and disagreement Tambien &amp; Tampoco</li> </ul> <p><b>PRONUNCIATION</b></p> <ul style="list-style-type: none"> <li>• Vowels a,e,i</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>• España</li> </ul>	<p>-Textbook</p> <p>-Visuals of Picasso art</p> <p>- YouTube videos of Latin dance</p> <p>-Audio of Latin American Music</p>	<ul style="list-style-type: none"> <li>• Draw a portrait yourself using cubism style</li> <li>• Graphic organizer to compare and contrast Latin music and dance</li> <li>• Vocabulary quiz</li> <li>• España research &amp; presentation</li> </ul>

## Unit 1B: ¿Y tu, como eres?

Essential Question	Content/Skills	Resources	Assessments
<p><i>What is Frida Kahlo saying about herself through her self-portraits?</i></p> <p><i>Why do you think Simon Bolivar was able to influence history? ¿can you guess some of his personality traits?</i></p> <p><i>¿what do you wear that might represent your culture, your likes and your personality?</i></p>	<p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>• Frida Kahlo</li> <li>• Personality traits</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Feminine vs masculine</li> <li>• Cognates that begin with es+consonant</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>• Simon bolivar</li> <li>• Poema “Soy Elena”</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Definite and indefinite articles El &amp; La = The in English</li> </ul> <p><b>PRONUNCIATION</b></p> <ul style="list-style-type: none"> <li>• Vowels O and U</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Word order/ placement of adjectives</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>• “Huipil” Blusa Maya</li> <li>• ¿Que es un amigo? Composition</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>• El Caribe</li> <li>•</li> </ul>	<p>-Textbook</p> <p>-Visuals Frida’s self-portraits</p> <p>- Video Simon Bolivar life</p> <p>- Real mayan “Huipil” inspired shirt</p> <p>-Power Point El Caribe</p>	<ul style="list-style-type: none"> <li>• Frida Kahlo composition</li> <li>• Cut out pictures of people that students can describe using vocabulary in this unit</li> <li>• “Poema” inspired by your personality traits</li> <li>• Vocabulary quiz</li> <li>• El Caribe Research &amp; oral Presentation</li> </ul>

## Unit 2A: La escuela

Essential Question	Content/Skills	Resources	Assessments
<p><i>Based on his paintings, how could you describe Botero's style?</i></p> <p><i>How is "el recreo" similar to your school? How is it different?</i></p> <p><i>Have you visited Mexico in the past? Share your experience.</i></p> <p><i>Which place would you like to visit? Why?</i></p>	<p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>Artist Fernando Botero</li> </ul>	<ul style="list-style-type: none"> <li>-Textbook</li> <li>-Visuals of Botero's paintings</li> <li>- Video representing "el recreo"</li> <li>-Internet website of tourism in Mexico</li> <li>-Article about Mexico</li> </ul>	<ul style="list-style-type: none"> <li>- Write a short composition reflecting on Botero's art work</li> <li>-Make and present your daily schedule</li> <li>-Vocabulary quiz</li> <li>-Oral presentation about Mexico</li> <li>-Share with your partner what you understood about the article</li> </ul>
	<ul style="list-style-type: none"> <li>Horario/ school day</li> <li>Crea y presenta tu propio horario</li> <li>Latin origin of words and numbers</li> </ul>		
	<p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Subject pronouns</li> </ul> <p>Yo, tú, él, ella, ellos, nosotros, ustedes</p> <ul style="list-style-type: none"> <li>Present tense of -ar verbs</li> <li>El recreo</li> <li>Hablar -&gt; Yo hablo</li> </ul>		
	<p><b>PRONUNCIATION</b></p> <ul style="list-style-type: none"> <li>The letter C</li> </ul>		
	<p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>Mexico</li> </ul>		

## Unit 2B: Tu sala de clases

Essential Question	Content/Skills	Resources	Assessments
<p><i>Who are some female writers that you are familiar with? How has their writing influenced you?</i></p> <p><i>How are uniforms similar or different from those worn by U.S school students?</i></p>	<p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>Sor Juana Ines de la Cruz</li> <li>School uniforms</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>The verb “estar”</li> </ul>	<ul style="list-style-type: none"> <li>-Textbook</li> <li>-Sor Juana Biography</li> <li>- Sor Juana Poem</li> <li>- Grammar practice worksheets</li> <li>-Photos of different bills and coins from Latin America</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of Sor Juana’s life and poem</li> <li>• Sketch your classroom and label the items</li> <li>• Writing about school uniforms</li> <li>• Currency quiz</li> <li>• Vocabulary quiz</li> <li>• Fill in the blank plurals worksheet</li> <li>• Presentation of America central</li> </ul>
	<ul style="list-style-type: none"> <li>Currency</li> <li>Pesos, euros, dólares, bolívares, etc.</li> </ul>		
	<p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>The plurals of nouns and articles</li> <li>Silla -&gt; sillas</li> </ul>		
	<p><b>PRONUNCIATION</b></p> <ul style="list-style-type: none"> <li>The letter g</li> </ul>		
	<ul style="list-style-type: none"> <li>School gyms</li> </ul>		
	<p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>America Central</li> </ul>		

## Unit 3A: La Comida

Essential Question	Content/Skills	Resources	Assessments
<p><i>Would you say Murillo's paintings give a positive or negative impression about Spanish boys? Why?</i></p> <p><i>If you travel to Spain and ask for a "desayuno Americano". What do you think would be served and why?</i></p> <p><i>What are some fruits and vegetables in your local market that are products of other countries?</i></p>	<p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>Bartolome Murillo Spanish Painter</li> <li>Food and beverages for breakfast and lunch</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Using a noun to modify a noun Sopa <b>de</b> verduras/yogur <b>de</b> fresa</li> <li>Present tense of –er and –ir verbs Comer-&gt; yo como Ud. Come</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>El desayuno</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Me gusta vs Me encanta</li> </ul> <p><b>PRONUNCIATION</b></p> <ul style="list-style-type: none"> <li>The letters h and j</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>America del sur (parte norte)</li> </ul>	<p>-Textbook</p> <p>-Venn Diagram Worksheets</p> <p>-Samples of restaurant menus</p> <p>- Video of a Latin American recipe</p> <p>-visuals of authentic post cards</p> <p>-Computer and projector</p>	<ul style="list-style-type: none"> <li>Venn Diagram to categorize different food</li> <li>Create your own restaurant menu</li> <li>Write a recipe in Spanish</li> <li>"Tarjeta Postal" using vocabulary</li> <li>Vocabulary quiz</li> <li>Visit a grocery store and identify food from Spanish speaking countries.</li> <li>Writing composition "¿Que te gusta comer?"</li> <li>Oral presentation America del Sur</li> </ul>

## Unit 3B: Para mantener la salud

Essential Question	Content/Skills	Resources	Assessments
<p><i>What impression do you think Rivera is giving in his murals about life in the pre-columbian civilizations?</i></p> <p><i>What national beverage does the united states have that compares to mate?</i></p> <p><i>Describe any festivals unique to your community or state. How do they compare to La Tomatina?</i></p>	<ul style="list-style-type: none"> <li><b>CULTURE</b></li> <li>Diego Rivera Mexican muralist</li> <li>Food guide pyramid</li> <li><b>CULTURE</b></li> <li>El Mate beverage from Argentina</li> <li><b>PRONUNCIATION</b></li> <li>The consonants L and LL</li> <li><b>GRAMMAR</b></li> <li>The plural of adjectives Pastel -&gt; pasteles</li> <li><b>CULTURE</b></li> <li>La Tomatina festival in Buñol, Spain</li> <li><b>GRAMMAR</b></li> <li>The irregular verb ser = to be Yo soy /Ud. Es/ nosotros somos</li> <li><b>CULTURE</b></li> <li>America del sur (parte sur)</li> </ul>	<ul style="list-style-type: none"> <li>-textbook</li> <li>-Visuals of Rivera paintings and murals</li> <li>- Food pyramid</li> <li>-Video of La Tomatina Festival</li> </ul>	<ul style="list-style-type: none"> <li>- Analysys of Rivera's mural</li> <li>- Draw your own food pyramid with labels in Spanish</li> <li>- Writing composition about how you keep yourself healthy</li> <li>- Vocabulary quiz</li> <li>- Comprehension questions about Tomatina video</li> <li>- Oral presentation America del sur</li> </ul>

## Unit 4A: Tiempo libre

Essential Question	Content/Skills	Resources	Assessments
<p><i>Why do people who live in the city go out to the cuntry to relax?</i></p> <p><i>What social gathering place in your community is similar to la plaza?</i></p> <p><i>Are movies from Spanish-speaking countries popular in your community? Why or why not?</i></p>	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• El parasol painting by Francisco de Goya</li> </ul>	<ul style="list-style-type: none"> <li>-Textbook</li> <li>-Visuals of Goya work</li> <li>-Examples of leisure activities in various Latin American Countries</li> <li>-Video about Old San Juan</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss with your partner your likes and dislikes regarding leisure activities</li> <li>-Write a letter to a family member or friend using verbs - ir</li> <li>- Vocabulary quiz</li> <li>-Prepare a list of questions that you would like to ask your favorite artist, athlete, person</li> <li>- Historic United States oral presentation</li> </ul>
	<ul style="list-style-type: none"> <li>• Places to go to when you're not in school</li> <li>• Leisure activities</li> </ul>		
	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• La plaza</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• The verb ir</li> </ul>		
	<p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>• Stress and accents</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Asking questions</li> </ul> <p>Que? Como? quien ?donde ?</p> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Movies/ El cine</li> <li>• Old San Juan</li> <li>• Colonial houses &amp; buildings</li> </ul>		
	<ul style="list-style-type: none"> <li>• The mall/ Centro comercial</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Estados Unidos</li> <li>• Historico</li> </ul>		



## Unit 4B: ¿Quieres ir conmigo?

Essential Question	Content/Skills	Resources	Assessments
<p><i>How do you think athletes benefit from competing in the paralympics games?</i></p> <p><i>Do you know towns or regions in the United States that are known for particular crafts or products?</i></p>	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>Paralympics games</li> <li>Sports</li> <li>Practice how to extend, accept and decline invitations</li> </ul>	<p>-Textbook</p> <p>-Video on how to extend an invitation</p>	<p>-Write about your favorite sport, o why you don't like sports</p> <p>-Create an invitation to an event</p>
	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>La noche de los rabanos en Oaxaca</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Ir +a+infinitive</li> <li>Ir a jugar/ ir de camping</li> <li>Th verb jugar</li> </ul>	<p>- Article about La noche de los rabanos</p>	<p>-Vocabulary quiz</p> <p>-Oral presentation about contemporary United States</p>
	<p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>The letter d</li> </ul>		
	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>United States</li> <li>Contemporaneo</li> </ul>		

## Unit 5A: Mi Familia

Essential Question	Content/Skills	Resources	Assessments
<p><i>How your family celebrations are similar or different from those of depicted by Garza?</i></p> <p><i>What crafts do you know that use similar techniques to those of papel picado?</i></p> <p><i>What countries can you name that have monarchies?</i></p>	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Carmen Lomas Garza Texas mexican american painter</li> <li>• Families</li> <li>• Parties and celebrations</li> </ul>	<p>-Textbook</p> <p>-Lomas' visuals of her art</p> <p>-Sample papel picado</p>	<ul style="list-style-type: none"> <li>- Arbol genealogico poster and presentation</li> <li>- Create your own papel picado</li> <li>- Organize your own party, what will you need?</li> <li>- Write a composition talking about your hero</li> <li>- Vocabulary quiz</li> <li>- Create your own quincenera invitation using full names, family members and invitation vocabulary</li> </ul>
	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Papel picado</li> </ul>	<p>-Sample of arbol genealogico</p>	
	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• The verb tener</li> </ul>	<p>-Audio about el cumpleaños</p>	
	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• La familia real Los miembros</li> </ul>		
	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Possessive adjectives Mis/tus/sus</li> <li>• Heroes</li> <li>• Deminutives/ Diminutivos</li> </ul>		
	<p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>• Letters P, T, and Q</li> </ul>		
	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Quincenera</li> <li>• El nombre completo Apellido paterno &amp; materno</li> </ul>		

## Unit 5B: ¡Vamos a un restaurante!

Essential Question	Content/Skills	Resources	Assessments
<p><i>How does the idea of extended families in Spanish-speaking cultures compare with what happens with you and your friends?</i></p> <p><i>How do you get a server's attention where you live? compare this with what's acceptable in some Spanish speaking countries.</i></p>	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>Extended families</li> <li>Description of family members</li> <li>Restaurant vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-Textbook</li> <li>- Visuals of family members</li> <li>-List of examples of adjectives ending in -isimo</li> <li>- Video on how to get server's attention</li> </ul>	<ul style="list-style-type: none"> <li>-Describe people in your family</li> <li>-Practice with your partner how to order a meal at a restaurant</li> <li>-Play the roles of a server and a client at a restaurant</li> <li>- Write a review of a restaurant that you like</li> <li>-Vocabulary quiz</li> </ul>
	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>Getting a server's attention</li> </ul>		
	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Adjectives ending in –isimo Guapisimo/Dificilísima</li> <li>The verb venir</li> </ul>		
	<p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>The letters b and v</li> </ul>		
	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>The verbs ser and estar</li> </ul>		

## Unit 6A: En Casa /En mi dormitorio

Essential Question	Content/Skills	Resources	Assessments
<p><i>Why do you think Dali prefers to paint his characters looking out the window rather than facing the viewer?</i></p> <p><i>What flags can you identify in the united states that also contain a symbol with historical significance?</i></p>	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Salvador Dali Spanish painter</li> <li>• Bedroom items</li> <li>• Electronic equipment</li> <li>• Colors</li> </ul>	<p>-Textbook -Visuals of Salvador Dali's art - Label worksheets with bedroom items and electronic equipment</p>	<p>- Based on what you listen draw the bedroom the narrator is describing</p> <p>- Draw and describe your own dormitorio</p>
	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Making comparisons Major que/peor que/ mayor- menor que</li> <li>• The superlative Article+noun+adjective La mas bonita</li> </ul>	<p>-Picture and article about Mexican flag</p>	<p>-Write a composition describing the house of your dreams -vocabulary quiz</p>
	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• La bandera mexicana</li> </ul>	<p>-Audio to compare r and rr sounds</p>	<p>- Design your own flag and explain the meaning you want to give to each of its components</p>
	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Stem-changing verbs: Poder &amp; Dormir Change from "O" to "UE" Yo puedo y tu puedes</li> </ul>		<p>- Interview a classmate about his favorite color, music, sports</p>
	<p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>• The letters r and rr</li> </ul>		

## Unit 6B: ¿Cómo es tu casa?

Essential Question	Content/Skills	Resources	Assessments
<p><i>What other types of crafts have you seen that portray life in a region or country?</i></p> <p><i>How does the Spanish patio differ from what a patio is in your community? How is it similar?</i></p>	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• La arpillera Textile folk art in Chile</li> <li>• Rooms in a house</li> <li>• Household chores</li> <li>• How to tell someone to do something</li> </ul>	<p>- Visual images of an arpillera</p> <p>- Diagram of a house and its rooms</p>	<ul style="list-style-type: none"> <li>- Verbally describe to a classmate the rooms in your house</li> <li>- Write a composition explaining what chores you do at home</li> <li>- Vocabulary quiz</li> <li>- Crea un anuncio en el periódico vendiendo una casa usando vocabulario para describirla</li> </ul>
	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• El patio Spain/ Mexico/ Latin America</li> </ul>	<p>- Pictures of patios in different countries and communities</p>	
	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Affirmative Tú commands Ve/ escribe/ habla</li> <li>• The present progressive tense Esta cocinando Estoy corriendo</li> </ul>		
	<p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>• The letters n and ñ</li> </ul>		

## Unit 7A: De Compras / ¿Cuánto cuesta?

Essential Question	Content/Skills	Resources	Assessments
<p><i>How do fashions change across time, or from culture to culture? give examples</i></p> <p><i>Think of the names of some fashion designers from the united states. in what ways do you think they influence everyday culture?</i></p> <p><i>What traditional parades or celebrations take place in your community? How do they compare to the celebration of carnival?</i></p>	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>Joan Miró Spanish painter</li> <li>Shopping for clothes</li> <li>Plans , desire and preference</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>The letter z</li> </ul>	<p>-Textbook -Visuals of Miro’s self-portraits</p> <p>-Pictures of different clothing for different occasions</p>	<p>-Write a short composition describing what clothing items you would wear for a special occasion</p> <p>-Play roles of a costume and sales clerk in a clothing store</p> <p>-Vocabulary quiz</p>
	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Stem-changing verbs: Pensar, querer, and preferir</li> <li>Demonstrative adjectives Este, esta, ese, esa</li> </ul>	<p>-Video of Carolina Herrera Fashion show and designs</p>	<p>-Compare and contrast carnival in the target culture and your own culture</p>
	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>Calorina Herrera Fashion designer</li> <li>Traditional clothing in Panama</li> </ul>	<p>-PowerPoint with examples of other Latin American fashion designers working in the United States</p>	
	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>El Carnaval</li> </ul>	<p>-Video of carnivals in Brazil, Mazatlán, etc.</p> <p>-Article about carnivals</p>	

## Unit 7B: ¡Que regalo!

Essential Question	Content/Skills	Resources	Assessments
<p><i>Handmade items are usually more expensive than mass-produced ones. Why do you think some people are willing to pay more for these items?</i></p> <p><i>Why do you think small specialty stores continue to survive? Where do you prefer to shop? Why?</i></p>	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Ñanduti</li> </ul> <p>Paraguay fine lace weaving</p> <ul style="list-style-type: none"> <li>• Talk about stores</li> <li>• Shopping for gifts and accessories</li> <li>• Centros comerciales and grandes almacenes</li> </ul>	<ul style="list-style-type: none"> <li>-Textbook</li> <li>-Visual of Ñanduti</li> <li>-Video of el museo de oro</li> </ul>	<ul style="list-style-type: none"> <li>-Compare and contrast centros comerciales in Latin America and your community</li> <li>-Draw a map including business that end with –ería</li> </ul>
	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Nouns that end in –ería Librería/panadería/ zapatería</li> <li>• The preterite of –ar verbs</li> </ul> <p>Comprar: yo compre, tu compraste, el compro</p> <ul style="list-style-type: none"> <li>• The preterite of verbs ending in –car and –gar</li> </ul> <p>Buscar: c -&gt;qu yo busque</p> <p>Pagar: g-&gt;gu yo pague</p>	<ul style="list-style-type: none"> <li>-Article about the zapotecs</li> </ul>	<ul style="list-style-type: none"> <li>-Write a summary about the article The zapotecs</li> <li>-Interview your partner and talk about flea markets and what items do you buy there</li> </ul>
	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• El museo de oro Bogotá, Colombia</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>• The letter combinations que, qui, que and qui</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Direct object pronouns Lo,la , los ,las</li> </ul>		
	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• The zapotecs</li> <li>• Indigenous groups in Oaxaca, Mexico</li> <li>• Madrid’s El Rastro (flea market )</li> </ul>		

## Unit 8A: Experiencias “De vacaciones”

Essential Question	Content/Skills	Resources	Assessments
<p><i>What would you highlight if you were painting your town or city?</i></p> <p><i>Why do you think Mexico City has such an advanced and varied transportation system?</i></p>	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>View of Toledo by El Greco</li> <li>Things you do on vacation</li> <li>Describe places and how to get there</li> <li>Cultural perspectives on travel</li> </ul>	<p>-Textbook</p> <p>-Visuals of El Greco art</p> <p>- Have a picture and model how to describe a place</p>	<p>-Draw the view of your town or community and explain to the class what it represents to you</p> <p>-Talk to your partner and describe where you would like to travel and why? And explain how you plan to get there</p>
	<p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Diphthongs/ Diptongos</li> </ul> <p>Strong (a,e,o) weak ( i and u )</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>The preterite of –er and –ir verbs</li> </ul> <p>Aprender =Aprendi /Salir =Sali</p> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>Mexico city</li> <li>La Patagonia</li> </ul> <p>Part of Andes,Chile and Argentina</p>	<p>-Video about Mexico City</p> <p>-Article about La Patagonia</p>	<p>-Vocabulary quiz</p> <p>-Write a composition about a place you went on vacation in the past</p>
	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>The preterite of –ir</li> </ul> <p>Fui/fuiste/fue</p> <ul style="list-style-type: none"> <li>The personal “a”</li> </ul> <p>Visite a mi abuela</p> <p>Busco a mi mascot</p> <ul style="list-style-type: none"> <li>Nouns that end in –io and –eo</li> </ul> <p>Auditorio, museo</p>		



## Unit 8B: Ayudando a la comunidad

Essential Question	Content/Skills	Resources	Assessments
<p><i>How do you think your language skills could help you serve other people?</i></p> <p><i>What types of projects might you want to work on if you were a Peace Corps volunteer?</i></p> <p><i>What programs in your community or state are similar to the program in Costa Rica?</i></p> <p><i>What programs in your country provide support for people in need?</i></p>	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>The United States Peace Corps</li> </ul> <p>Help for rural communities in the world</p> <ul style="list-style-type: none"> <li>Volunteer work</li> <li>Community service tasks</li> <li>Recycling</li> </ul>	<p>-Textbook</p> <p>- Video about the United States Peace Corps</p> <p>-Visuals about glass art</p>	<p>-Talk with your partner about the recycling programs that exist in your community</p> <p>-Do a community service task that benefits your community and where you can practice your Spanish – speaking skills. Write a report on it and share with the class</p>
	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Nouns that end in –dad –tad –ción and –sión</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>Glass art in Mexico</li> <li>Asociación conservacionista de Monteverde en Costa Rica</li> </ul>	<p>-Article about Asociación conservacionista de Monteverde en Costa Rica</p>	<p>-Write a summary about Asociación Monteverde article</p>
	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>The present tense of decir Digo, dices, dice, decimos, dicen</li> <li>Indirect Object Pronouns Me , te, le,nos, os, les</li> <li>The preterite of hacer and dar Hice, hiciste, hizo/di,diste, dio</li> </ul>		<p>- Vocabulary quiz</p>
	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>El hospital de la caridad in Seville, Spain</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>The letter x</li> </ul>		

## Unit 9A: Medios de Comunicación / El Cine y la Televisión

Essential Question	Content/Skills	Resources	Assessments
<p><i>Who are some young film directors today whose films are considered to be "cutting edge"?</i></p>	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>Portrait of Luis Buñuel Spanish film director</li> <li>Movies and television programs</li> <li>Express opinions and preferences on media entertainment</li> </ul>	<p>-Visual of portrait and short clip of Buñuel's film work</p> <p>- Short video of famous telenovelas</p>	<p>-Write a review for a movie or tv program in spanish</p> <p>- Interview a partner about their movie and tv preferences</p>
<p><i>What television shows do you know that have enjoyed continued success over the years?</i></p>	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>Las telenovelas</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Acabar de + infinitive Acabo de ver / Acabo de hablar</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>Sábado Gigante 53 years on air Univision</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Gustar and similar verbs Encantar / interesar/ aburrir</li> </ul>	<p>-Article about Sabado Gigante</p>	<p>-Venn diagram to compare and contrast preferences</p> <p>-Vocabulary quiz</p> <p>-Watch Sabado Gigante last program and write a reflection on how this show influence the Latin American community. Give examples</p>
	<p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Linking words Words flow ( Last sound of a word and the beginning sound of the following word)</li> </ul>		

## Unit 9B: La Tecnología

Essential Question	Content/Skills	Resources	Assessments
<p><i>What other characteristics of statuary do you see in Picasso's painting?</i></p> <p><i>Why do you think the cave dwellers drew pictures of animals? What would you draw?</i></p> <p><i>Why do you think that it's important to preserve the quality and purity of a language?</i></p>	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Reading the letter By Picasso's neo-classical period</li> <li>• Computers and ways to use them</li> <li>• Ways to communicate Traditional and electronic forms</li> </ul>	<p>-Textbook</p> <p>-Visuals of neo-classical art</p> <p>- Video "pinturas rupestres" all over Latin America</p> <p>- Model how to defend your position</p>	<p>-Express your opinion about computers to your partner</p> <p>-Use a diagram to illustrate the pros and cons of traditional vs electronic forms of communication</p> <p>-Vocabulary quiz</p> <p>-Write a letter /send an e-mail to your friend explaining your position and how you plan to defend your computer use to your parents (pg.467)</p>
	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Las cuevas de Altamira Pinturas rupestres in Spain</li> <li>• La real Academia de la Lengua</li> </ul>		
	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Using -mente to form an adverb Words that describe verbs Facil =facilmente</li> <li>• The present tense of pedir and servir Pido, pides, pide/ Sirvo,sirves,sirve</li> <li>• Saber and conocer Yo sé/ Yo conozco</li> </ul>		
	<p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>• Dividing words into syllables</li> </ul>		