

Southern Cayuga Central School District – Curriculum Map

Subject: **Spanish 6th Grade**

School Year: 2023/2024

Textbook used: None (Somos 1)

Title or Topics w/ NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Project, etc.)	Time Frame
Unit 1: Dice Culture: Hispanic Heritage Month Argentina Bolivia Chile Colombia Costa Rica Cuba Dominican Republic Ecuador El Salvador Guatemala Dia de la Raza Dia de los muertos Topics/Vocabulary: los pollitos the little chickies dicen say este es... / esta es... this is una persona a person un chico a boy una chica a girl se llama he/she calls him/herself ¿Cómo es? What is she or he like?	Essential Questions: How can I introduce myself or someone else in Spanish? What information do I want to know about someone else when I first meet them? Skill sets addressed: Listening: Listening to the teacher tell a story, Listening to Los Pollitos Dicen Reading: Reading short biographies (real and fictitious), reading song lyrics, reading stories Writing: Fill in the blanks (Novice Low), translation Speaking: One word responses during storyasking (yes/no, either/or), singing Los Pollitos Dicen Objectives: I can identify the general topic and some basic information in both very	Activities: La Cultura Diaria, Interactive Story Asking, Embedded readings, eVisuals, listening and grammar activities, Communicative games, assessments, Flipgrid, games. New Grammar Addressed: Greetings vocabulary; basic sentence formation	Formative: dialogo, audio activities, quizzes, communicative activities, culture activities, Flipgrid Summative: End of unit assessment (Check up Written and Listening activities)	September-December

<p><u>NEW YORK STATE</u> <u>STANDARDS: 1-5</u></p>	<p>familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.(Interpretive)</p> <p>I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.(Interpersonal)</p> <p>I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.(Presentational)</p> <p>In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. (Cultural)</p>			
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	I can interact at a survival level in some familiar everyday contexts. (Cultural)			
Unit 2: Corre Culture: Cumbia Honduras Mexico La Navidad Ano Nuevo Nicaragua Panama Paraguay Peru Puerto Rico Valentine's Day Semana Santa Topics/Vocabulary: camina hacia walks toward corre runs ve sees NEW YORK STATE STANDARDS: 1-5	Essential Questions: What kinds of events do I enjoy participating in? Do I enjoy participating in events or observing events? Skill areas addressed: Listening: Listen to teacher during PQA and TPRS, Listening to story retells and descriptions of events Reading: Reading class story, reading about Cumbia, La carrera de San Silvestre, and El encierro de San Fermín; Shared reading and individual reading Writing: Writing learned facts about events, describing images and familiar stories Speaking: One word responses during storyasking (yes/no, either/or), Describing scenes from the class story, Responding to the teacher's questions with	Activities: La Cultura Diaria, Interactive Story Asking, Embedded readings, eVisuals, listening and grammar activities, Communicative games, assessments, Flipgrid, games. New Grammar Addressed: Classroom commands Verb conjugation	Formative: dialogo, audio activities, quizzes, communicative activities, culture activities, Flipgrid Summative: LISTENING ASSESSMENT - Listen to a story in Spanish and respond to comprehension questions READING ASSESSMENT - Read a story in Spanish and respond to comprehension questions WRITING ASSESSMENT - Describe each frame of a three-frame storyboard	December-March

	<p>simple words and phrases</p> <p><u>Objectives:</u></p> <p>I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. (Interpretive)</p> <p>I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions (Interpersonal)</p> <p>I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language. (Presentational)</p>			
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	<p>In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. (Cultural)</p> <p>I can interact at a survival level in some familiar everyday contexts. (Cultural)</p>			
<p>Unit 3: El Canal de Panamá</p> <p>Culture: Currency in Hispanic cultures. Spain Uruguay Venezuela Quinceanera Weddings Hispanic Artists Hispanic Authors</p> <p>Topics/Vocabulary: Numbers 0-1000 Question words as related to numbers and money son las (ocho) it's (eight) o'clock abre la puerta opens the door nunca cierra never closes</p>	<p>Essential Questions: Who are authority figures in my life? How do I typically respond to requests from authority figures? How would I describe my character? How would others describe my character?</p> <p>Skill sets addressed: Listening: Listen to teacher during PQA and TPRS, Listening to story retells, Listening to ClipChat narrations, Listening to song, Listening to the teacher read facts and information Reading: Shared reading and individual reading; Reading class story, reading about Tish Hinojosa, Reading video</p>	<p>Activities: La Cultura Diaria, Interactive Story Asking, Embedded readings, eVisuals, listening and grammar activities, Communicative games, assessments, Flipgrid, games.</p> <p>New Grammar Addressed: Question formation The upside down question mark in Spanish</p>	<p>Formative: dialogo, audio activities, quizzes, communicative activities, culture activities, Flipgrid</p> <p>Summative: READING ASSESSMENT - Read a story in Spanish and respond to comprehension questions WRITING ASSESSMENT - Describe each frame of a six-frame storyboard</p>	<p>March-June</p>

<p><u>NEW YORK STATE STANDARDS: 1-5</u></p>	<p>summaries, Reading facts about the Panama Canal and Panama; Writing : Horizontal conjugation, Describing storyboard, Stating facts Speaking: One word responses during storyasking (yes/no, either/or), Responding to the teacher's questions with simple words and phrases, Asking and answering questions about information, Retelling the class story</p> <p><u>Objectives:</u> I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. (Interpretive) I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or</p>			
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	<p>memorized words, phrases, simple sentences, and questions. (Interpersonal)</p> <p>I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language. (Presentational)</p> <p>In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. (Cultural)</p> <p>I can interact at a survival level in some familiar everyday contexts. (Cultural)</p>			
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