

GRADE 6 SPANISH

2 hours per week, all year

QUARTER 1

In Quarter 1 students work on the Unit “*El Sol y sus Amigos*”, where they learn about the Solar System. Through the Solar System theme they learn how to greet, make descriptions with the verbs *ser*, *tener* and *estar* and use adjectives and comparative expressions. They learn ordinal numbers and how to express very large numbers. They answer comprehension questions using complex authentic materials in Spanish.

QUARTER 2

In the second quarter students work on the Units “*En la Clase y la Familia*” . Students are able to understand and follow classroom commands; describe their classroom and the activities taking place in it orally and in writing; identify their school subjects and state preferences; identify their family members; and describe family relationships. The grammatical structures studied in these contexts are: present progressive tense, there is and there are, articles and possessives.

QUARTER 3

In the third quarter students work on the Unit *Creatures*. By the end of the Unit students are able to create and understand oral and written descriptions of real and imagined creatures. They are able to describe and name their family pets. The grammatical concepts studied are gender and number in adjectives and simple sentence construction with the verbs *tener*, *ser*, *vivir* and *comer*. The vocabulary areas covered are: descriptive adjectives, wild and domestic animals, and parts of the body. Students make posters of their favourite wild animals to display in the classroom and corridors.

QUARTER 4

In the third quarter students work on the Units *My Home* and *My Community*. The grammatical concepts studied are using verb “*estar*” to express location, using the expression *hay* to express “there is/ are”, using the verb “*tener*” and using the prepositions of place. The vocabulary areas covered are: houses, rooms, furniture, stores and other places in the community, and prepositions of place. By the end of the units students are able to describe their houses and state the contents of the rooms, state where they would go to buy the items they need and describe the location of a place in relation to its surroundings. As a project, students make models of houses which they label, write descriptions of, and present orally to their classmates.