

CURRICULUM MAP

Subject: Spanish

Grade Level: 7th

rev 11/07

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p>Topics:</p> <ul style="list-style-type: none"> • Greetings & Introductions • Numbers 0-100 • Emotions, Colors, Clothing, Weather, Day & Dates, Time Classroom Objects & Commands <p>Listening:</p> <ul style="list-style-type: none"> • Comprehend a basic conversation, Understand numbers, Translate emotions, Understand when someone describes colors and clothing • Translates weather expressions, • Understands expressions of time, • Understand and point to class objects • Follow class commands (TPR) <p>Speaking:</p> <ul style="list-style-type: none"> • Have a basic conversation • Recite the numbers 0-100 • Describe what people are wearing • Give a weather forecast • Say the date and day • Talk about classroom objects, • Give classroom commands. <p>Reading/Writing:</p> <ul style="list-style-type: none"> • Creates a conversation • Writes and reads the numbers • Create and write about outfits • Creates a weather forecast • Creates a calendar • Labels classroom objects • Use visual prompts to illustrate commands. 	<p>Topics:</p> <ul style="list-style-type: none"> • School Places, School subjects, Time review, School activities, After • school activities. <p>Listening:</p> <ul style="list-style-type: none"> • Recreate a map of a school after hearing a description. • Interprets as someone describes their school day. • Translates when they hear someone describe their after school activities. • Distinguish between likes/dislikes <p>Speaking:</p> <ul style="list-style-type: none"> • Talk about places in the school • Discuss their classes and teachers • Tell when they have a class • Describe their after school activities. <p>Reading/Writing:</p> <ul style="list-style-type: none"> • Uses and makes a map of a school • Reads a school schedule, makes a schedule of their classes • Writes about their school day • Creates a project about their likes/dislikes • Compare and contrast school life and leisure activities of our country with foreign countries. <p>Grammar: Estar review, Sing & Plural Pronouns, -Ir verbs present tense, Al & A la, Gustar, Present tense of Ar,Er,Ir</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Personal Identification • Physical (hair & eye color), personality, age, address, family members, body parts. <p>Listening:</p> <ul style="list-style-type: none"> • Understand descriptions of their peers • Compare where people live in Spanish countries • Distinguish ages of their family members <p>Speaking:</p> <ul style="list-style-type: none"> • Asks questions about themselves • Describes hair & eye color • Converses about themselves & family members • Explains relationships between families <p>Reading/Writing:</p> <ul style="list-style-type: none"> • Constructs letters describing their families • Identifies people & characteristics • Creates family trees • Gives examples of families living in other Spanish speaking countries <p>Grammar:</p> <ul style="list-style-type: none"> • Forms of the verbs Ser & Tener, Possessive Adjectives • Noun & Adjective Agreement <p>Culture: Family Names Countries & Capitals</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Food & Drink, Sports, Leisure Activities • Review of All Topics for final <p>Listening:</p> <ul style="list-style-type: none"> • Interprets school lunch announcement • Concludes favorite activities of Spanish speaking students • Comprehends events that will happen in the future <p>Speaking:</p> <ul style="list-style-type: none"> • Explains likes and dislikes of food & drink • Discusses favorite afterschool activities • Differentiates between hunger & thirst • Prepares a conversation about their activities • Expresses which activities they want to perform afterschool <p>Reading/Writing:</p> <ul style="list-style-type: none"> • Designs a supermarket flyer • Plans an afterschool outing with friends • Composes a biography • Summarizes a typical day's events • Organizes events that will take place in the future <p>Grammar:</p> <ul style="list-style-type: none"> • Comer & Beber, Tener Hambre, Tener Sed, Jugar, Ir + a, Querer <p>Culture:</p> <ul style="list-style-type: none"> • Cinco de Mayo • Sports in other countries

<p>Grammar: Estar, Articles(definite/indefinite), Noun & adjective agreement, Formal vs. Informal, Singular subject pronouns</p> <p>Culture:</p> <ul style="list-style-type: none">• Spanish Speaking Countries, Geography, Day of the Dead	<p>Verbs and Interrogatives</p> <p>Culture: School in Spanish Speaking countries, holidays</p>		
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CURRICULUM MAP

Subject: Spanish 1R

Grade Level: 8th

rev 11/07

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p>LISTENING (to audio, videos and the teacher related to):</p> <ul style="list-style-type: none"> • alphabet • greetings/farewells • Personal identification • leave taking expressions • numbers 1-100 –to say age, the date, & phone number • telling time • days, date, months, seasons • clothes, colors • objects in a classroom • subjects/activities/places in a school • communication/situations using the audio tape from the textbook • family members • favorite foods, mealtimes • locations of people & things • sports and leisure activities • <p>SPEAKING:</p> <ul style="list-style-type: none"> • answering teachers’ questions or greetings • objects in the classroom • clothes, colors, numbers, telling time, days, dates • creating short dialogues in pairs or groups about the same topics listed above • asking questions about the same topics • describing activities you like • describing people/places you like to go • intro-locations in community 	<p>LISTENING (to audio, videos and the teacher related to):</p> <ul style="list-style-type: none"> • your bedroom • items in your bedroom • activities you like to do • rooms in your house • household chores • directions • clothes, shopping, prices • buying gifts • connecting to the community and the working world • professions <p>SPEAKING:</p> <ul style="list-style-type: none"> • conversations, skits, dialogues • telling about which activities you do and which you like/do not like • telling about obligations(things you have to do) • asking questions and making statements about the above topics • partner practice • fashion show • describe clothing • speak about stores – shopping & items you want to buy 	<p>LISTENING (to audio, videos and the teacher related to):</p> <ul style="list-style-type: none"> • health/welfare • illnesses/symptoms/remedies • daily routine & personal care • going on vacation • community/neighborhood • descriptions of places in a neighborhood & where they are • descriptions of employees • means of transportation • numbers 100-1,000 • Ask for/give directions <p>SPEAKING:</p> <ul style="list-style-type: none"> • express which body parts ails • expressing feelings • illnesses/symptoms/remedies • talk about things to do on vacation • talk about events in the past • describe places to visit while on vacation • talk about and discuss volunteer work, what people do for others in the community, talk about job descriptions <p>READING:</p> <ul style="list-style-type: none"> • maintaining a healthy lifestyle • read a skit on going to the doctor’s office, nurse • reading a skit on volunteering in the community 	<p>LISTENING (to audio, videos and the teacher related to):</p> <ul style="list-style-type: none"> • leisure activities • movies and television programs • tell when an event begins and ends and how long they last • computers, internet, and other technology <p>SPEAKING:</p> <ul style="list-style-type: none"> • express opinions about media entertainment • talk about things you have done recently • talk about knowing people and knowing how to do something • talk about favorite movie or TV program, actor, actress <p>READING:</p> <ul style="list-style-type: none"> • reading TV and movie guides • read about famous people in the media • scripts about television and movies <p>WRITING:</p> <ul style="list-style-type: none"> • write a movie review • write about favorite television program <p>GRAMMAR:</p> <ul style="list-style-type: none"> • acabar de + infinitive • gustar and similar verbs • saber • conocer

CURRICULUM MAP

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<p>READING:</p> <ul style="list-style-type: none"> • reading Spanish letters from students in Hispanic countries • reading conversations from the text book • reading created conversations • reading announcements from TV and radio programs • reading short stories/poems/plays • reading about famous Hispanic entertainers <p>WRITING:</p> <ul style="list-style-type: none"> • writing single sentences about self, family, and friends. • writing notes (minimum 30 words) on curriculum topics • writing about weather, leisure time activities according to seasons <p>GRAMMAR:</p> <ul style="list-style-type: none"> • definite/indefinite articles • noun adjective agreement • review of “AR”, “ER “, “IR” verbs/present tense • llevar- to wear • hay-there is; there are • negative “no” in Spanish • ser- to be • tener-to have, also used with age • gustar –to like • cognates • vivir-to live 	<p>READING:</p> <ul style="list-style-type: none"> • read conversations and stories about house/home • read advertisements, catalogues, newspapers on shopping topic <p>WRITING:</p> <ul style="list-style-type: none"> • design a Floor Plan of their dream house • describe position of furniture in each room of the house • skits on shopping (salesperson/customer) • express how clothing item fits • write a letter to a friend about what to wear to a special event <p>GRAMMAR:</p> <ul style="list-style-type: none"> • making comparisons • the superlative • verbs poder, dormir, pensar, querer, preferir (stem-changing verbs) • affirmative “tu” command • present progressive tense • demonstrative adjectives • direct object pronouns • preterite of AR verbs/car, gar verbs • estar – to be • tener – que & infinitive- to have-to do something • the verbs that end in (ar, er, or ir) 	<p>WRITING:</p> <ul style="list-style-type: none"> • writing a note describing how you feel • writing a script about going to a dentist, doctor, or hospital • things you need to purchase in a pharmacy • writing about places in a neighborhood & identifying people who work in a neighborhood (professions) • write a letter to a potential employer • write a postcard describing where you went on vacation and whom you visited. <p>GRAMMAR:</p> <ul style="list-style-type: none"> • prepositions & prepositional pronouns – regular & irregular forms • sentirse, dolerse, tener • direct object pronouns • estar-to be(located) • ver-to see • the personal a (used when the object of a sentence is a person)-there is no English equivalent • prepositions to show location (to the left, next to, etc.) • the contradiction del-(from the)and al(to the) or personal a • preterite of IR 	<p>GRAMMAR: (con't)</p> <ul style="list-style-type: none"> • pedir, servir • adverb formation/-mente • alquilar-to rent a car, to rent a video • preferir • ver • durar <p>CULTURE:</p> <ul style="list-style-type: none"> • cultural perspective on technology • spanish in the community • famous hispanics in movie and television • Cinco de Mayo <p>ORAL PROFICIENCY EXAM: (May)</p> <p>PROFICIENCY EXAM PREPARATION – 3-4 weeks</p>

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FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p>GRAMMAR (cont'd)</p> <ul style="list-style-type: none"> • the preposition “de” to express ownership • possessive adjectives <p>CULTURE:</p> <ul style="list-style-type: none"> • birth announcements(use of both father’s & mother’s last name) • map project about about hispanic countries and capitals • compare/contrast family, schools,and holidays to our customs • Day of the Dead • hispanic Calendar 	<p>GRAMMAR (cont'd)</p> <ul style="list-style-type: none"> • saber-to know how to do something • jugar-to play sports&games) • the letter “n” and “ñ” <p>CULTURE:</p> <ul style="list-style-type: none"> • understanding cultural perspectives on different types of housing • understanding cultural perspectives on shopping and gift giving • holidays • Quinceañera • piñata • learn about bargaining/outdoor markets • Corte Ingles/El Rastro 	<p>CULTURE:</p> <ul style="list-style-type: none"> • learn about currency in Hispanic world • herbal remedies • Understand cultural perspectives on travel/volunteer work • LOTE Week 	<p>(see page 2)</p>