

5th Grade

Spanish Curriculum Map 2015-2016

	<i>Unit 1 Preliminary Lessons</i>	<i>Unit 2 ¿Cómo somos?</i>	<i>Unit 3 La Familia y La Casa</i>	<i>Unit 4 La Escuela</i>
Length of Unit	September-October	November-December	January-February-March	April-May-June
Content • Vocabulary • Concepts	<ul style="list-style-type: none"> • Greeting People • Saying Good-bye • Speaking politely • The Alphabet • Counting • Finding out the price • Days of the week • Months of the year • Finding out and giving the date • Time: asking and telling • Seasons and weather • Colors and Shapes 	<ul style="list-style-type: none"> • Physical descriptions and personality traits • Nationalities • Novel: El Quijote By Miguel de Cervantes Saavedra 	<ul style="list-style-type: none"> • Families/Family tree • Houses/Apartment • Pets • Rooms • Furniture 	<ul style="list-style-type: none"> • The school • The classroom • Teachers • Subjects • School clothes • School supplies • After school activities
Culture • Vocabulary • Concepts	<ul style="list-style-type: none"> • Spanish names • Formality • Currencies • Spanish calendar • 24-hour clock 	<ul style="list-style-type: none"> • Independence monument, Mexico City • Colonial Plaza en Santo Domingo, República Dominicana • Windmills in La Mancha, Spain • Calle Ocho, Miami, 	<ul style="list-style-type: none"> • Families in Spanish speaking countries. • Houses in Spanish speaking countries • Pets in the Spanish world • Canary Islands, Spain • Peru • Ecuador 	<ul style="list-style-type: none"> • Libraries in Spanish speaking countries • School uniforms in Spanish speaking countries and in the United States • Compare and contrast school and after school activities in Spanish-

		Florida <ul style="list-style-type: none"> • Spanish speakers in the United States • Characters from the Novel: Don Quijote 	<ul style="list-style-type: none"> • Galapagos Islands 	speaking countries and in the United States
Objectives	Students learn: <ul style="list-style-type: none"> • How to greet people • How to say good-bye • How to speak politely • How to count from 0-100 in Spanish • To identify the days of the week • To identify the months and seasons of the year • How to ask and tell the time • Discuss the weather • Identify the letters of the alphabet • Identify the shapes and colors 	Students learn: <ul style="list-style-type: none"> • Identify and describe people and things • Express opinions about them • Tell where someone is from • Tell what subjects you take and express opinions about them • Talk about Spanish speakers in the United States • Identify the author of the novel: El Quijote de la Mancha 	Students learn: <ul style="list-style-type: none"> • How to talk about families • Compare and contrast houses in Spanish countries and in the United States • Discuss pets in the Spanish-speaking world • How to describe their house or apartment • How to identify different furniture 	Students learn: <ul style="list-style-type: none"> • Discuss the differences between schools in Spanish countries and in the United States • Talk about what they do in school • Talk about what they do after-school • Identify school clothes • Describe and identify school supplies • Describe the school • Talk about their favorite subjects and teachers
Grammar	<ul style="list-style-type: none"> • Punctuation • Proper grammar • Spelling 	<ul style="list-style-type: none"> • Nouns • Adjectives • Articles • The verb “To Be” • The difference between Tú and Usted 	<ul style="list-style-type: none"> • Verb “To Have” Verbo Tener • Possessive adjectives 	<ul style="list-style-type: none"> • Present Tense of verbs ending in -ar • Verbs estar, ir, dar • The contractions “al” and “del”
TPR (Total Physical Response)	Students stand and dramatize all the actions on each lesson’s pages (pictures).	Students engage in physical activities, such as pantomime (gestures and facial expressions). They guess the	Students dramatize the meaning of new words. Students model questions such as ¿Quién tiene el	Students model the new vocabulary. Students stand and sit while the teacher makes

		expressions that the others students are doing using the new a vocabulary words.	pelo rubio? ¿Quién tiene ojos cafés?	statements using the new vocabulary. Students demonstrate their comprehension and knowledge in new Spanish words by describing their own school supplies.
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- During classwork students practice Spanish vocabulary related to the topic in their cooperative learning groups. They develop their listening, writing, reading, and comprehension skills through class participation, discussions, activities, and classwork.
- Students are assessed using class participation, observations, classwork, quizzes, tests, and projects.

6th Grade

Spanish Curriculum Map 2015-2016

	<i>Unit 1</i> <i>Preliminary Lessons</i>	<i>Unit 2</i> <i>¿Qué comemos y dónde?</i>	<i>Unit 3</i> <i>Deportes</i>	<i>Unit 4</i> <i>La Salud</i>
<i>Length of Unit</i>	September-October	November-December	January-February-March	April-May-June
<i>Content</i> • Vocabulary • Concepts	<ul style="list-style-type: none"> • Greeting People • Saying Good-bye • Speaking politely • Counting to 1000 • Days of the week • Months of the year • Finding out and giving the date • Time: asking and telling • Seasons and weather • Colors and shapes • Animals • Names of countries and their capitals • Geography 	<ul style="list-style-type: none"> • Foods • Beverages • Eating at a cafe • Eating at home • Typical dishes • Simon Bolivar: a Latin America hero 	<ul style="list-style-type: none"> • Sports • Teams • Players • Soccer • Baseball • Basketball • Tennis • Uniforms • Colors • Stadiums • Baseball player: Roberto Clemente 	<ul style="list-style-type: none"> • Personality • Health conditions • Emotions • A visit to a doctor's office • Minor illnesses • Be healthy • Pharmacies • Hospitals • Literary genre: the picaresque novel
<i>Culture</i> • Vocabulary • Concepts	<ul style="list-style-type: none"> • Spanish • Formality • 24-hour clock • Capitals of the world • Animals in Spanish speaking countries 	<ul style="list-style-type: none"> • Eating habits in the Spanish speaking world compared to the United States • Eating time in Spanish speaking countries and 	<ul style="list-style-type: none"> • Soccer stadiums in Spain and Latin America • Copan, Honduras • San Pedro de Macoris, Dominican Republic • Sports in Spanish- 	<ul style="list-style-type: none"> • Pharmacies and doctor's office in Latin America countries • Panama • Canary Islands • Bogota, Colombia

	<ul style="list-style-type: none"> • Geography 	<ul style="list-style-type: none"> in the United States • Spanish Tapas • Cacao Plant • Argentine beef • Popular beverages such as Inca Kola and mate 	<ul style="list-style-type: none"> speaking countries 	<ul style="list-style-type: none"> • Plaza Central, Mexico
Objectives	<p>Students learn:</p> <ul style="list-style-type: none"> • How to greet people • How to say good-bye • How to speak politely • How to count from 0-1000 in Spanish • To identify the days of the week • To identify the months and seasons of the year • How to ask and tell the time • Discuss the weather • Identify the shapes and colors • The capitals of Spanish speaking countries • Animals around the world • The importance of take care of our planet 	<p>Students learn:</p> <ul style="list-style-type: none"> • Identify foods • Identify beverages • Describe breakfast, lunch, and dinner • Learn how to find a table at a café • Learn how to order food at a café • Practice how to pay the check in a café 	<p>Students learn:</p> <ul style="list-style-type: none"> • How to talk about sports • Talk about their favorite sports and favorite sports players • How to describe a soccer team and other sports uniforms • How to identify colors • Compare and contrast stadiums and fans in Latin America and in the United States • Discuss about players skills and talents • The legacy of Roberto Clemente 	<p>Students learn:</p> <ul style="list-style-type: none"> • How to describe people's personality • How to describe people's medical conditions • Talk about people's emotions • How to explain minor illnesses • Discuss about a doctor's office and appointment
Grammar	<ul style="list-style-type: none"> • Punctuation • Proper grammar • Spelling 	<ul style="list-style-type: none"> • Present tense of -ar and -ir verbs • Expressions with the infinitive: ir a, tener que, acabar de 	<ul style="list-style-type: none"> • Present Tense of stem-changing verbs: Empezar, pensar, perder, querer, preferir • Verbs interesar, aburrir, gustar • Changing verbs: "e" 	<ul style="list-style-type: none"> • Verb "To Be": Ser / Estar: inherit trait, generic conditions, personality. Origen and location • Indirect object pronouns: "me" "te"

			for “ie” “o” for “ue”	“nos” “le” “les”
<i>TPR (Total Physical Response)</i>	Students demonstrate their progress and comprehension in Spanish language by developing a set of conversations with a partner.	Students practice new vocabulary; they pantomime expressions such as ven acá, comer cereal, siéntate, etc. Students demonstrate how to order food at a café, how to pay the check.	Students engage in physical activities, such as pantomime the new vocabulary words while other students guess the words.	Students demonstrate what they do at the doctor’s office. Students pantomime the new vocabulary words related to health and emotions.

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- Students are assessed using class participation, observations, classwork, quizzes, tests, and projects.

7th Grade

Spanish Curriculum Map 2015-2016

	<i>Unit 1 Preliminary Lessons</i>	<i>Unit 2 Viajando por Avión</i>	<i>Unit 3 Una Rutina Diferente</i>	<i>Unit 4 Viajando por Tren</i>
Length of Unit	September-October	November-December	January-February-March	April-May-June
Content • Vocabulary • Concepts	<ul style="list-style-type: none"> • Greeting People • Saying Good-bye • Speaking politely • Friends, students, and relatives • At home and at school • Personality and health 	<ul style="list-style-type: none"> • Packing for a trip • Getting to the airport • At the airport • Boarding an airplane 	<ul style="list-style-type: none"> • Parts of the body • Daily routines • Backpacking and camping 	<ul style="list-style-type: none"> • Parts of a train • Train travel • Train trips in Latin America
Culture • Vocabulary • Concepts	<ul style="list-style-type: none"> • Formality • Plaza Mayor, Antigua, Guatemala • Cartagena, Colombia • Mexico • Peru • Chile 	<ul style="list-style-type: none"> • Airports in Spain and Latin America • Air travel in South America • Nazca lines in Peru • Casa Rosada, Buenos Aires, Argentina 	<ul style="list-style-type: none"> • Backpackers in Spanish-speaking countries • Camping in Latin America • Spain • Chile • Argentina 	<ul style="list-style-type: none"> • Train stations in Spain • Indigenous market in Peru • Plaza in Cuzco, Peru • Panama Canal and Canal Railway • Atacama Desert
Objectives	<p>Students learn:</p> <ul style="list-style-type: none"> • How to greeting people and say good bye • How to speak politely • How to talk about friends, family and home • How to talk about 	<p>Students learn:</p> <ul style="list-style-type: none"> • How to talk about packing for a trip and getting ready to go to the airport • How to speak with an airline agent • How to buy an airline 	<p>Students:</p> <ul style="list-style-type: none"> • Learn how to talk about their daily routines • Learn how to talk about camping (sharing experiences) • How to talk about the contents in their 	<p>Students learn:</p> <ul style="list-style-type: none"> • To describe the parts of a train • Identify the differences between trains in the United States and trains in Latin America • How to use vocabulary

	<p>activities at home and at school</p> <ul style="list-style-type: none"> • How to talk about personality, health, and general well-being 	<p>ticket</p> <ul style="list-style-type: none"> • How to talk about being on an airplane 	<p>backpacks</p> <ul style="list-style-type: none"> • Identify the parts of their bodies 	<p>related to train travel</p> <ul style="list-style-type: none"> • How to discuss interesting train trips
Grammar	<ul style="list-style-type: none"> • The verb “To Be” • Nouns, articles, and adjectives • The verb “To Have” • Possessive adjectives • The present tense of verbs • Contractions 	<ul style="list-style-type: none"> • Present tense of verbs “to do, to put, to bring, to leave” • Verbs that have the letter “g” in the “yo” form of the present tense • The present progressive tense 	<ul style="list-style-type: none"> • Reflexive verbs • Commands with “favor de...” 	<ul style="list-style-type: none"> • The past tense of irregular verbs • The verb “to say” • Prepositional pronouns
TPR (Total Physical Response)	<p>Students demonstrate content knowledge, comprehension, and application through vivid conversations, and dialogues. Students also dramatize proper gestures, and different ways of greeting.</p>	<p>Students come up to the front of the classroom individually or in pairs and act out and authentic exchange with an airline agent.</p>	<p>Students perform a scene demonstrating what they do during the day (daily routines).</p> <p>Students dramatize the verbs of the lessons</p>	<p>Students demonstrate how they act at the train station, using ticket machines, talking to passengers, etc.</p>

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- Students are assessed using class participation, observations, classwork, quizzes, tests, and projects.

8th Grade

Spanish Curriculum Map 2015-2016

	<i>Unit 1</i> <i>Preliminary Lessons</i>	<i>Unit 2</i> <i>En el restaurante</i>	<i>Unit 3</i> <i>Tecnomundo</i>	<i>Unit 4</i> <i>La ciudad y el campo</i>
<i>Length of Unit</i>	September-October	November-December	January-February-March	April-May-June
<i>Content</i> • Vocabulary • Concepts	<ul style="list-style-type: none"> • Greeting People • Saying Good-bye • Speaking politely • Summer and winter vacations • Shopping for food and clothing • Sports 	<ul style="list-style-type: none"> • Restaurants • Types of food • Manners at the table • Utensils • Ask for the check 	<ul style="list-style-type: none"> • Computers (e-mail) • Cell phone, cameras, iPad, iPod, etc. • Making and receiving phone calls • Technology advances in Latin American countries 	<ul style="list-style-type: none"> • City life • Country life • Transportation in the city and in the country • Farm animals
<i>Culture</i> • Vocabulary • Concepts	<ul style="list-style-type: none"> • Formality • Greetings around Latin America countries • Shopping in Lima, Peru • Lake Villarrica in Chile 	<ul style="list-style-type: none"> • Restaurants in Spain and Latin America • Paella, a typical Spanish dish • El casado, a typical Costa Rican dishes • Sidewalk cafés in the Spanish-speaking world • Fruits in Latin America • Famous argentine beef • Spanish tapas 	<ul style="list-style-type: none"> • Buenos Aires, Argentina • Antigua, Guatemala • Seville, Spain • Public telephones in Spanish speaking countries 	<ul style="list-style-type: none"> • Montevideo, Uruguay • Bogota, Colombia • Chapultepec, Mexico • Hispanics in Miami, Florida • Taquile Island in lake Titicaca, Peru
<i>Objectives</i>	Students learn: <ul style="list-style-type: none"> • How to greeting people • How to speak politely • How to talk about vacations 	Students learn: <ul style="list-style-type: none"> • How to order and pay for a meal at a restaurant • How to identify 	Students learn: <ul style="list-style-type: none"> • How to talk about computers, the internet, and e-mail • How to talk about digital 	Students learn: <ul style="list-style-type: none"> • How to describe life in the city • How to describe life in the country

	<ul style="list-style-type: none"> • How to describe food and clothing • How to talk about sports 	<p>different foods</p> <ul style="list-style-type: none"> • How to identify eating utensils and dishes • Discuss about restaurants in Latin America • Compare and contrast between restaurants in the United States and in Spanish-speaking countries 	<p>cameras, iPod, iPad, etc.</p> <ul style="list-style-type: none"> • How to make and receive phone calls in Spanish • Discuss about technology in Hispanic countries • Make comparison between technology in the United States and Latin America countries 	<ul style="list-style-type: none"> • Discuss about the differences between the city and the country • Compare and contrast famous world cities like New York between small towns.
Grammar	<ul style="list-style-type: none"> • Verb “To Be” • Comparatives and superlatives • The past tense of regular verbs • The past tense of “ir” and “ser” • Direct and indirect object pronouns 	<ul style="list-style-type: none"> • Stem changing verbs in the present and past tense • Adjectives of nationality • The passive voice with “se” 	<ul style="list-style-type: none"> • The past tense • The Imperfect tense 	<ul style="list-style-type: none"> • The future tense • Object pronouns with infinitives and gerunds
TPR (Total Physical Response)	Students demonstrate content knowledge, comprehension, and application through vivid conversations, dialogues. Students also dramatize proper gestures	Students demonstrate how to order food at the restaurant. One student act as the waiter and other as a costumer.	Students demonstrate and describe the parts of the computer and what they are doing, using the new vocabulary.	Students make hand motions to indicate the following: ancho, estrecho, alto, bajo, etc.

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- Students are assessed using class participation, observations, classwork, quizzes, tests, and projects.