

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



World Language

MS Spanish (Grades 7-8)

Course Description

At the middle school level, Spanish 1 is a two year program providing an introduction to Spanish to absolute beginners, focusing on the 4 key areas of foreign language study: speaking, reading, writing, and understanding spoken Spanish. Students will be exposed to a wide range of thematic vocabulary units and basic grammatical structures. Additionally, students will be able to discuss and explore the cultures of several Spanish-speaking countries.

PreK-12 STANDARD 1 Interpersonal Communication

Students will converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions.

PreK-12 STANDARD 2 Interpretive Communication

Students will understand and interpret ideas and information written or spoken in a language other than English.

PreK-12 STANDARD 3 Presentational Communication

Students will write and speak in a language other than English to present information, concepts, and ideas on a variety of topics.

PreK-12 STANDARD 4 Cultures

Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied, including human commonalities as reflected in history, literature, and the visual and performing arts.

PreK-12 STANDARD 5 Linguistic Comparison

Students will demonstrate an understanding of the nature of language through comparison of the language studied with their own.

PreK-12 STANDARD 6 Cultural Comparison

Students will demonstrate an understanding of the concept of culture through comparison of the target culture with their own.

PreK-12 STANDARD 7 Connections

Students will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge.

PreK-12 STANDARD 8 Communities

Students will use languages other than English within and beyond the school setting.

Communication

Students use the skills of listening, speaking, reading, and writing.

Cultures

Students gain knowledge and understanding of other cultures.

Comparisons

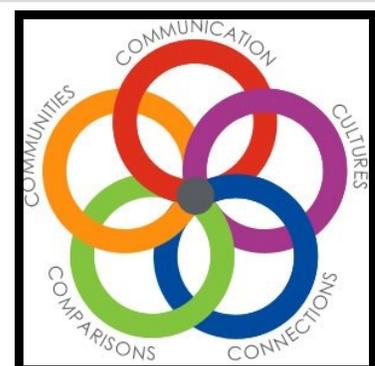
Students develop insight into the nature of language and culture by comparing their own language and culture with another.

Connections

Students make connections with other subject areas and acquire information.

Communities

Students participate in communities





Concepts	Students Will be Able To:	Key Activities May Include:
Introductory	<p>Say the alphabet and know the letter sounds</p> <p>Respond to basic teacher commands and express their needs in the classroom</p> <p>Identify colors</p> <p>Count from 0-200</p> <p>Talk about the weather</p> <p>Recognize days of the week, months, and seasons</p> <p>Identify the countries where Spanish is spoken and label them on a map</p>	<p>⇒ Independent Assignments</p> <p>⇒ Partner Work</p> <p>⇒ Group Work</p> <p>⇒ Accessing Technology Games</p>
Getting to Know You	<p>Greet others and say goodbye several ways</p> <p>Introduce people and respond to an introduction</p> <p>Ask and respond to questions about:</p> <p>-name, -age, -how doing, -where from</p> <p>Express likes and dislikes (food, classes, music, and sports) (definite articles)</p>	<p>⇒ Listening:</p> <p>-audio equipment</p> <p>-conversations</p> <p>-TPR activities</p> <p>⇒ Reading:</p> <p>-reading comprehension assignments</p> <p>-CLOZE activities</p>
Want/Need/Have	<p>Talking about what they want and need (indefinite articles) (making nouns plural)</p> <p>Describing contents of your bedroom (quantitative adjectives)</p> <p>Talking about what you want and need to do (infinitive verbs)</p>	<p>⇒ Writing:</p> <p>-pen pal letters</p> <p>-emails</p> <p>⇒ Speaking:</p> <p>-skits</p> <p>-presentations</p> <p>-dialogues</p> <p>-conversations</p>
School Schedules	<p>Talk about their school schedule and sequence events</p> <p>Tell time</p> <p>Telling at what time something happens</p> <p>Talk about being late or in a hurry (possessive de)</p>	
Describe Yourself, School and Others	<p>Describe people and things</p> <p>Talk about things you like and why (conjugating irregular verb SER) (adjective agreement) (tag questions)</p>	



Concepts	Students Will be Able To:	Key Activities May Include:
Free Time	<p>Talk about what they like to do</p> <p>Discuss what they and others do during free time (subject pronouns) (conjugations of present tense -ar verbs)</p> <p>Tell where people and things are (Estar) (Ser vs. Estar)</p> <p>Talk about where they go (Ir) (Rules of Days of the Week)</p>	<p>⇒ Independent Assignments</p> <p>⇒ Partner Work</p> <p>⇒ Group Work</p> <p>⇒ Accessing Technology Games</p>
Vacation	<p>Discuss how often they do things (negation) (interrogatives)</p> <p>Talk about what they and friends like to do together (-er and -ir verb conjugations)</p> <p>Talk about what they do during a typical week</p>	<p>⇒ Listening: -audio equipment -conversations -TPR activities</p> <p>⇒ Reading: -reading comprehension assignments -CLOZE activities</p>
Family	<p>Describe their family (possessive adjectives)</p> <p>Discuss things their family does together (verbs with irregular yo forms) (the personal a)</p> <p>Describe people in greater detail (physical appearance and personality traits)</p> <p>Talk about household responsibilities (deber)</p>	<p>⇒ Writing: -pen pal letters -emails</p> <p>⇒ Speaking: -skits -presentations -dialogues -conversations</p>
Daily Routine	<p>Talk about getting ready (reflexive verbs)</p>	
Inviting, Accepting, and Making Excuses	<p>Talk on the phone</p> <p>Make plans with friends (e-ie stem-changers), (simple future)</p> <p>Turn down invitations (tener idioms)</p>	



Concepts	Students Will be Able To:	Key Activities May Include:
Food	Talk about meals and food (encantar), (o-ue stem-changers) Comment on food (ser vs. estar) Order, request, and pay at a restaurant	⇒ Independent Assignments ⇒ Partner Work ⇒ Group Work
Clothing	Commenting on clothes Making comparisons Express preferences (demonstrative adjectives) Ask about prices and pay for items in a store	⇒ Accessing Technology Games ⇒ Listening: -audio equipment -conversations -TPR activities
Celebrations	Discussing gift suggestions (indirect object pronouns), (direct object pronouns) Asking for and giving directions downtown Asking for help and respond to requests Ask for and give opinions Tell a friend what to do (informal commands) Talk about what they are doing right now (present progressive)	⇒ Reading: -reading comprehension assignments -CLOZE activities ⇒ Writing: -pen pal letters -emails ⇒ Speaking: -skits -presentations -dialogues -conversations

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Curriculum Guide Overview

Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss “standards-based education” we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.

Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.

Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

Priority Areas

Priority areas are defined by the state of Massachusetts as the most critical areas in each grade level on which instructional time should focus.

Content Standards

The Content Standards describe what students should know and be able to do once within the area of mathematics.

Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.

Resources

Resources identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The resources identified may function as a menu of curriculum resources from which educators identify the most appropriate tools to utilized in their classrooms. More specifics about identified resources are identified within the curriculum map documents.

