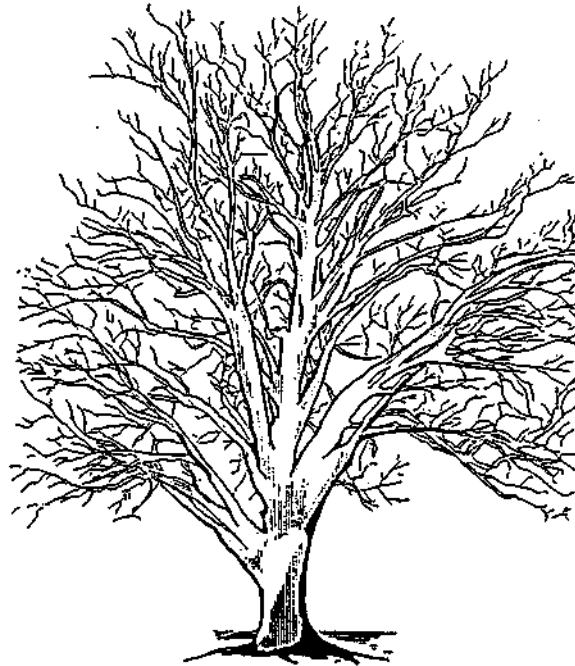


Monroe Township Schools



Curriculum Management System

Spanish I

Middle School Grades 7 and 8

August 2006

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.**

Board Approved: August 2006

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Monroe Township Schools

Mission and Goals

Mission

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

Goals

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

The mission of Applegarth Middle School is to provide an environment that will nurture adolescents according to their developmental needs. During this transition period, the school shall provide a variety of opportunities for the acquisition of essential skills and for the development of a positive self-concept. Furthermore, we aim to instill in students a sense of values leading to respect for others and their differences, the ability to work with others, and a sense of responsibility for the environment and community. Participation in this course will encourage students to become more versatile citizens of a global world by enabling them to communicate with other Spanish-speaking citizens.

Educational Goals

1. To recognize Spanish as a major world language.
2. To explore everyday uses for the Spanish language.
3. To demonstrate competency in the use of spoken Spanish.
4. To compare Spanish regional differences and dialects.
5. To initiate lifelong interest in Spanish language and culture.
6. To engage students in real-life situations in which they can utilize the Spanish language.
7. To engage students in meaningful activities using the Spanish language.

New Jersey State Department of Education Core Curriculum Content Standards

A note about World Language Standards and Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for Spanish were revised in 2004. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for World Languages may also be found at:

http://www.nj.gov/njded/cccs/s7_wl.htm

Spanish1 Middle School 7

Scope and Sequence

Quarter I – Celebrating Hispanic Heritage

- I. Appreciation and purpose for the Spanish language
 - a. Famous Hispanics
 - b. Bilingualism
 - c. Monolinguals vs. bilinguals
 - d. Important holiday celebrations
 - e. Basic conversations
 - f. Descriptive writing (advertisements and marketing strategies)

Quarter II-A Matter of Time

- II. Relationships to time
 - a. Using the present tense of verbs
 - b. The daily classroom environment
 - c. Descriptive language(adjectives)
 - d. Using the calendar (days, months, year)
 - e. Seasons and weather patterns

Spanish1 Middle School 7

Scope and Sequence

Quarter III-Out & About

- III. Getting around the classroom, school and town
 - a. Using floor plans and maps
 - b. Directional words (prepositions)
 - c. Descriptive Writing(Use of adjectives)
 - d. Advertisements and media(Use of Commands)
 - e. Possessions

Quarter IV-Strictly Personal

- IV. Family plans
 - a. Family relationships
 - b. The home
 - c. Dining customs

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Hispanic Heritage	
	Grade Level/Subject: Grades 7 Spanish I Middle School	Goal 1: The student will be able to develop an appreciation and purpose for the Spanish language and its people.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>1.1. List and identify important roles of famous Hispanics in the US. (7.1.A.3; 7.2.N.A.3,4)</p> <p>1.2. State reasons for supporting bilingualism in the US. (7.2.N.A.1,2)</p> <p>1.3. Compare and contrast monolingual and bilingual societies. (7.2.N.B.1,2)</p>	<ul style="list-style-type: none"> • ¿Por qué español? (Why Spanish?) • What important roles have famous Hispanics played in the history of the US? • What contributions have been made by Spanish-speaking countries and individuals? • What are the advantages of a bilingual society? • What major impact is the Spanish language having in the workforce? 	<ul style="list-style-type: none"> • Current articles from newspapers and media • <i>Latinos Unidos</i> Spanish publication • Graphic organizers • Music CD's • Video library • Power point presentations • Worksheets/Handouts • Ya Veras textbook (Chapter 1) • Rubric for interview <p>Assessment Models:</p> <p>Interpretive Students play matching game with trivia facts and pictures of famous Hispanic Americans.</p> <p>Interpersonal: Students will work in pairs using a questionnaire guide to research via computer, books and magazines for the answers.</p> <p>Presentational Scenario: You have been</p>

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Hispanic Heritage	
	<u>Grade Level/Subject:</u> Grades 7 Spanish I Middle School	<u>Goal 1:</u> The student will be able to develop an appreciation and purpose for the Spanish language and its people.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			given an exclusive interview with a famous Hispanic American. Students work in pairs to conduct a mock interview with famous Hispanic Americans. One student as the interviewer and the other acting as the famous Hispanic American.

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Hispanic Heritage	
	Grade Level/Subject: Grades 7 Spanish I Middle School	Goal 2: The student will be able to compare/contrast between Spanish customs and traditions vs. US customs and traditions.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>2.1. Identify the differences in holiday celebrations. (7.2.N.A.1,2,3,4;7.2.N.B.2,4,5;7.2.N.C.1,3,4; 7.1N.A.2,5,6)</p> <p>2.2. List key facts about <i>Day of the Dead</i>. (7.2.N.A.1,2,3,4;7.2.N.B.2,4,5;7.2.N.C.1,3,4; 7.1N.A.2,5,6)</p> <p>2.3. Compare and contrast <i>Day of the Dead</i> to Halloween. (7.2.N.A.1,2,3,4;7.2.N.B.2,4,5;7.2.N.C.1,3,4; 7.1N.A.2,5,6)</p>	<ul style="list-style-type: none"> • How is <i>Day of the Dead</i> in Mexico similar/different to Halloween in the US? • How do historical events play a role in creating holidays and traditions? • What value and relevance do these celebrations play in daily living? 	<ul style="list-style-type: none"> • Slide show presentation • Vocabulary handouts • Visual pictures and authentic props • Films • Arts and crafts materials • Day of the Dead activity stations • Venn diagrams • Quizzes/tests/rubrics <p>Assessment Models:</p> <p>Interpretive Students will watch film on <i>Day of the Dead</i> in Mexico and work on KWL chart before, during and after film.</p> <p>Interpersonal Students will rotate around the room to work cooperatively on <i>Day of the Dead</i> activity stations. A participation rubric will be used.</p>

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Hispanic Heritage	
	<u>Grade Level/Subject:</u> Grades 7 Spanish I Middle School	<u>Goal 2:</u> The student will be able to compare/contrast between Spanish customs and traditions vs. US customs and traditions.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Presentational Students will work in small groups to choose one of the highlighted celebrations to create an invitation, poster or billboard advertising the festivities. Groups will present to the class.

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Hispanic Heritage	
	Grade Level/Subject: Grades 7 Spanish I Middle School	Goal 3: The student will be able to use both verbal and written forms of greetings, introductions and farewells.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>3.1. Identify key vocabulary for greetings and farewells. (7.1.N.A.1,2;7.1.N.B.2;7.1.N.C.1; 7.2.A.1;7.2.B.1;7.2.C.3)</p> <p>3.2. Use proper phrasing for greetings and farewells. (7.1.N.A.1,2;7.1.N.B.2;7.1.N.C.1; 7.2.N.A.1;7.2.N.B.1;7.2.N.C.3)</p> <p>3.3. Write basic dialogues using key vocabulary, greetings and farewells. (7.1.N.A.1,2;7.1.N.B.2;7.1.N.C.1; 7.2.A.1;7.2.B.1;7.2.C.3)</p>	<ul style="list-style-type: none"> What are the formal and informal greetings and farewells typically used in Spanish speaking countries? What are the similarities and differences between greetings and farewells in Spanish speaking countries and in the US? How are greetings and farewells used in written form? 	<ul style="list-style-type: none"> Conversation sentence strips Cartoon strips from various publications (<i>El Diario, Latinos Unidos</i>) Audio dialogue cassettes Transparencias Ya Veras textbook (Chapter 1) www.studyspanish.com/comps/falls.htm <p>Assessment Models:</p> <p>Interpretive Students will view cartoon strips use picture clues and key words to explain the scene.</p> <p>Interpersonal Students will work cooperatively to put together the sequence of a given comic strip.</p> <p>Presentational Students will use overhead transparencies to create</p>

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Hispanic Heritage	
	<u>Grade Level/Subject:</u> Grades 7 Spanish I Middle School	<u>Goal 3:</u> The student will be able to use both verbal and written forms of greetings, introductions and farewells.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			original comic strips. Groups will present to the class the completed comic strips. Rubric will be used to identify key components.

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Grades 7 Spanish I Middle School	Topic: Celebrating Hispanic Heritage	
		Goal 4: The student will be able to use and comprehend key question words.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>4.1. Identify the key interrogatives: Quién Cómo, Cuándo, Qué, Cuál, Cuántos y Por qué (7.1.N.A.1,2,4,5;7.1.N.B.1,2,3,4;7.1.N.C.1,2)</p> <p>4.2. Use key interrogatives to gain meaning within written messages, oral dialogues and discussions. (7.1.N.A.1,2,4,5;7.1.N.B.1,2,3,4;7.1.N.C.1,2)</p> <p>4.3. Create probing questions using various topics relating to common student interests and daily routines. (7.1.N.A.1,2,4,5;7.1.N.B.1,2,3,4;7.1.N.C.1,2)</p>	<ul style="list-style-type: none"> • How are questions posed in Spanish to express inquiry? • How can interrogatives help clarify meaning and intent? 	<ul style="list-style-type: none"> • Computer research • Visual and kinesthetic games involving bean bags and beach balls • Question cards and signs • Worksheets, handouts • Ya Veras(Chapter 6) • Visual props <p>Assessment Models:</p> <p>Interpretive Students will complete, identify and insert missing question words in the given sentences.</p> <p>Interpersonal Students will pair and interview each other using basic questions regarding home, school and favorite things.</p> <p>Presentational Students will pick random question stick from a sombrero and answer orally in front of class.</p>

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Hispanic Heritage	
	Grade Level/Subject: Grades 7 Spanish I Middle School	Goal 5: The student will be able to ask and respond to questions in a basic conversation	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>5.1. Utilize trade books in Spanish to discuss basic story questions and answers. (7.1.N.A.1,2;7.1.N.B.3,4;7.1.N.C.1,2;7.2.N.A.3,4;7.2.N.B.2;7.2N.C.3)</p> <p>5.2. Answer questions orally based on expert knowledge of a given topic or idea. (7.1.N.A.1,2;7.1.N.B.3,4;7.1.N.C.1,2;7.2.N.A.3,4;7.2.N.B.2;7.2N.C.3)</p> <p>5.3. Answer questions in writing based on information given through auditory, visual and written examples and prompts. (7.1.N.A.1,2;7.1.N.B.3,4;7.1.N.C.1,2;7.2.N.A.3,4;7.2.N.B.2;7.2N.C.3)</p>	<ul style="list-style-type: none"> • How can a basic conversation be formed with the use of key questions? • How can we make a dialogue or conversation flow between speakers? • What strategies help us to form responses to questions being asked? • How are the basic pronouns yo ,tú, y Usted used frequently in a conversation or dialogue between people? 	<ul style="list-style-type: none"> • Children's Spanish trade books from department collection • Video library • <i>Everyday Spanish</i> conversation booklets • Teacher created audio tapes • Music CD's • Power point presentations • "Preguntame" Signs(student response prop signs) <p>Assessment Models:</p> <p>Interpretive Students will listen to a read aloud of a popular children's book. Students will then complete a question and answer session based on story elements such as characters, setting, etc.</p> <p>Interpersonal Students will work in small groups and choose a story</p>

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Hispanic Heritage	
	<u>Grade Level/Subject:</u> Grades 7 Spanish I Middle School	<u>Goal 5:</u> The student will be able to ask and respond to questions in a basic conversation	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>book from class collection. Students will read story together taking turns reading aloud. Students will then answer comprehension questions.</p> <p>Presentational</p> <p>Students will rotate being experts holding up a sign saying "Preguntame" (Ask me) The rest of the class will rotate around the room posing questions to the student experts. A bell will ring and teacher will assign the new experts to the class. Topics of interest will come from interviews and previous classroom activities and handouts. At the end of the session students will complete an exit pass writing down an example of one question answered, one question unknown and one question to be answered.</p>

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Hispanic Heritage	
	Grade Level/Subject: Grades 7 Spanish I Middle School	Goal 6: The student will be able to understand and actively respond to classroom commands.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>6.1. List and identify classroom commands. (7.1.N.A.1,2;7.1.N.B.1,2;7.1.N.C.3; 7.2.N.A.1,3,4;7.2N.B.2)</p> <p>6.2. Respond to classroom commands. (7.1.N.A.1,2;7.1.N.B.1,2;7.1.N.C.3; 7.2.N.A.1,3,4;7.2N.B.2)</p> <p>6.3. Give classroom commands (7.1.N.A.1,2;7.1.N.B.1,2;7.1.N.C.3; 7.2.N.A.1,3,4;7.2N.B.2)</p>	<ul style="list-style-type: none"> How do we make demands sound differently from basic statements in Spanish? How do we alter our intonations to stress a command? How frequently are commands used in our everyday lives? 	<ul style="list-style-type: none"> Command phrases Command picture cards Activity sheets Sentence strips Command rule handouts Matching game Environmental signs and symbols <p>Assessment Models:</p> <p>Interpretive Students will match picture cards to command statements.</p> <p>Interpersonal Students will work in pairs to highlight and define all commands used in sample dialogue selection.</p> <p>Presentational Students will create mini skits based on classroom, school and home activities where commands are often used. Students will use commands frequently associated with chosen setting i.e. At home:</p>

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Hispanic Heritage	
	<u>Grade Level/Subject:</u> Grades 7 Spanish I Middle School	<u>Goal 6:</u> The student will be able to understand and actively respond to classroom commands.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>"Clean your room."</p> <p>After all skits have been presented students will compile a class list by categories used for future reference and evaluations.</p>

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	Grade Level/Subject: Grades 7 Spanish I Middle School	Goal 7: The student will be able actively use present tense of verbs.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>7.1. List and identify regular ar,er and ir verbs. (7.1.N.A.2,3;7.1.N.B.1,2;7.1.C.2;7.2.N.A.3;7.2.N.B.2;7.2.N.C.2)</p> <p>7.2. Conjugate regular verbs following patterns (7.1.N.A.2,3;7.1.N.B.1,2;7.1.C.2;7.2.N.A.3;7.2.N.B.2;7.2.N.C.2)</p> <p>7.3. Express simple statements through the use of verb conjugations. (7.1.N.A.2,3;7.1.N.B.1,2;7.1.C.2;7.2.N.A.3;7.2.N.B.2;7.2.N.C.2)</p>	<ul style="list-style-type: none"> • How do our actions express meaning? • How can we convey our thoughts more clearly to others? 	<ul style="list-style-type: none"> • Ya Veras textbook (Chapter 1) • Verb picture cards • Verb infinitive cards • Pronoun cards • Transparencies • Activity sheets • Verb conjugation grids • Verb anatomy web • Verb beach ball • TPR • Verb cubes <p>Assessment Models:</p> <p>Interpretive Students will complete a diagram dealing with the anatomy of a verb. Each section of visual diagram will lay out definition, function of a verb and examples in context.</p> <p>Interpersonal Students will work cooperatively to match verbs with picture symbols.</p>

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	<u>Grade Level/Subject:</u> Grades 7 Spanish I Middle School	<u>Goal 7:</u> The student will be able actively use present tense of verbs.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>Students will then create a master list of verbs classifying them under ending, definition and example in a sentence.</p> <p>Presentational</p> <p>Students will use verb conjugation patterns and master chart of verbs to create a brief dialogue.</p> <p>Students will role play in front of class.</p>

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	Grade Level/Subject: Grades 7 Spanish I Middle School	Goal 8: The student will be able to properly use definitions and vocabulary found in the Spanish/English dictionary.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>8.1. Locate needed vocabulary in a Spanish/English dictionary. (7.1.N.A.5;7.2.N.A.4)</p> <p>8.2. Identify the appropriate definition based on context clues given. (7.1.N.A.5;7.2.N.A.4)</p> <p>8.3. Create sentences using vocabulary appropriately. (7.1.N.A.5;7.2.N.A.3,4)</p>	<ul style="list-style-type: none"> • How can one word be used to express multiple meanings? • How can we use context clues to help figure out the right definition? 	<ul style="list-style-type: none"> • Department Spanish/English dictionaries(class set) • Transparencies • Popular idioms • Activity sheets • Large size dictionary entries • Excerpts from dictionary <p>Assessment Models:</p> <p>Interpretive Students will view sample idioms and come up with interpretations of meaning</p> <p>Interpersonal Students will work in pairs using dictionaries to locate underlined words in dictionary. Students will rely on context clues given in samples sentences to determine the correct definition and record findings.</p> <p>Presentational</p>

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	<u>Grade Level/Subject:</u> Grades 7 Spanish I Middle School	<u>Goal 8:</u> The student will be able to properly use definitions and vocabulary found in the Spanish/English dictionary.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>Student pairs will be given set vocabulary and must use handouts and dictionaries to create own sentences.</p> <p>Pairs will share with class in front of room.</p>

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	Grade Level/Subject: Grades 7 Spanish I Middle School	Goal 9: The student will be able to learn vocabulary for classroom objects.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>9.1. Label classroom objects. (7.1.N.A.5;7.2.N.A.4)</p> <p>9.2. Connect gender to classroom objects. (7.1.N.A.5;7.2.N.A.4)</p> <p>9.3. Apply rules of gender, definite and indefinite articles of classroom objects. (7.1.N.A.5;7.2.N.A.4)</p>	<ul style="list-style-type: none"> How do we know whether objects are masculine or feminine? What key rules in Spanish help simplify the use of gender and articles? 	<ul style="list-style-type: none"> Classroom props Classroom labels Rules cards and handouts Activity sheets Sample picture cards Ya Veras textbook (Chapter 4) Brown bags and objects Recording sheets <p>Assessment Models:</p> <p>Interpretive Students will receive classroom labels to match with objects around the room. Teacher will model rules for gender using labeled objects. Students will record examples on handout and apply rules to remaining objects in classroom. Items will be reviewed as a class for clarification. Handout will be used as reference in notes.</p> <p>Interpersonal Students will work in small groups and receive a brown</p>

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	<u>Grade Level/Subject:</u> Grades 7 Spanish I Middle School	<u>Goal 9:</u> The student will be able to learn vocabulary for classroom objects.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>bag with random objects in single and plural quantities (i.e. pen, pencils, paper, rulers, etc.)</p> <p>Students will work cooperatively to record on activity chart the name of item along with proper gender and ending depending on singular or plural rule. Students will have reference notes as a guide for application of rules.</p> <p>Presentational</p> <p>Student groups will present items in their bags and share findings using their created charts.</p>

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	Grade Level/Subject: Grades 7 Spanish I Middle School	Goal 10: The student will be able to use adjectives to describe objects and people.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>10.1. Define adjectives. (7.1.N.A.5;7.2.N.A.4)</p> <p>10.2. List and recall adjectives. (7.1.N.A.5;7.2.N.A.4)</p> <p>10.3. Categorize adjectives. (7.1.N.A.5;7.2.N.A.4)</p> <p>10.4. Use key adjectives to describe objects and people. (7.1.N.A.3,5;7.2.N.A.4)</p>	<ul style="list-style-type: none"> How can we use our senses to be more descriptive of people and things in our world? How can descriptive language create more detailed accounts? 	<ul style="list-style-type: none"> Realia: pictures of popular objects and famous people in the entertainment industry <i>People en Español</i> Riddle cards Power point on Celia Cruz Activity sheets Graphic organizers <p>Assessment Models:</p> <p>Interpretive Students match adjective words in Spanish to English translation.</p> <p>Interpersonal Students work in pairs to analyze given picture of famous person or object. Students record descriptive words on web sheet. Volunteers will share and teacher will record on board for verification.</p> <p>Presentational Students will place an object of</p>

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	<u>Grade Level/Subject:</u> Grades 7 Spanish I Middle School	<u>Goal 10:</u> The student will be able to use adjectives to describe objects and people.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			relevance in a mystery box. Student will write at least 5 descriptive sentences using key adjectives. Each student will share in front of class descriptive clues while classmates try to predict what object is in the box.

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Grades 7 Spanish I Middle School	Topic: A Matter of Time	
		Goal 11: The student will be able to use calendar information.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>11.1. Identify and recall days of the week. (7.1.N.A.3,5;7.1.N.B.4)</p> <p>11.2. Recite months of the year. (7.1.N.A.3,5;7.1.N.B.4)</p> <p>11.3. Name numbers to 31. (7.1.N.A.3,5;7.1.N.B.4)</p> <p>11.4. Speak in terms of morning, afternoon and night. (7.1.N.A.3,5;7.1.N.B.4;7.1.N.C.1,2,3;7.2.N.A.2;7.2.N.C.2)</p> <p>11.5. Discuss the importance of specific dates on the calendar. (7.1.N.A.3,5;7.1.N.B.4;7.1.N.C.1,2,3;7.2.N.A.2;7.2.N.C.2)</p>	<ul style="list-style-type: none"> • What daily schedules do we follow? • What times of the day become habitual in our daily lives? • What dates do we easily remember each year? 	<ul style="list-style-type: none"> • Calendars • Transparencies • Number cards • Holiday picture cards • Days of the week cards • Months of the year cards • Time expression cards <p>Assessment Models:</p> <p>Interpretive Students will listen to chant on days of the week and months of the year. Students will fill in missing information as the chant is repeated.</p> <p>Interpersonal Students will work in small groups to match activity picture cards to day and time expression cards.</p> <p>Presentational Students will make a carousel, three fold picture or mobile depicting activities that occur on certain days of the week</p>

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	<u>Grade Level/Subject:</u> Grades 7 Spanish I Middle School	<u>Goal 11:</u> The student will be able to use calendar information.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			during morning, afternoon and night. Students will share with the class finished products.

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	Grade Level/Subject: Grades 7 Spanish I Middle School	Goal 12: The student will be able to describe seasons.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>12.1. List main seasons. (7.1.N.A.5;7.1N.B.4)</p> <p>12.2. Identify characteristics of winter, spring, summer and fall. (7.1.N.A.3,5;7.1.N.B.4;7.1.N.C.1,2,3;7.2.N.A.2;7.2.N.C.2)</p> <p>12.3. Describe orally seasons being depicted. (7.1.N.A.3,5;7.1.N.B.4;7.1.N.C.1,2,3;7.2.N.A.2;7.2.N.C.2)</p>	<ul style="list-style-type: none"> What signs do we look for in our environment to determine the change in season? 	<ul style="list-style-type: none"> Seasonal posters Season labels Tactile boxes Small picture clips Magazines <p>Assessment Models:</p> <p>Interpretive Students will match objects to pictures cards of seasons.</p> <p>Interpersonal Students will take small picture captions and clip to appropriate season. Each student group will then place hand inside sensory boxes then record names of items under each season on chart handout. Items will be reviewed at the end of all rotations.</p> <p>Presentational Students will work in pairs to highlight favorite season through any chosen sensory. Students must add a paragraph about chosen season using the</p>

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	<u>Grade Level/Subject:</u> Grades 7 Spanish I Middle School	<u>Goal 12:</u> The student will be able to describe seasons.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			key verb “ <i>hacer</i> ” to show weather conditions. Students share final products to the class and read aloud phrases.

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	Grade Level/Subject: Grades 7 Spanish I Middle School	Goal 13: The student will be able to describe weather patterns.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>13.1. List weather conditions. (7.1.N.A.3,5;7.1.N.B.4;7.1.N.C.1,2,3;7.2.N.A.2;7.2.N.C.2)</p> <p>13.2. Discuss weather conditions for a given day. (7.1.N.A.3,5;7.1.N.B.4;7.1.N.C.1,2,3;7.2.N.A.2;7.2.N.C.2)</p> <p>13.3. Categorize weather based on seasons. (7.1.N.A.3,5;7.1.N.B.4;7.1.N.C.1,2,3;7.2.N.A.2;7.2.N.C.2)</p>	<ul style="list-style-type: none"> How do our moods and activities change pending weather conditions? 	<ul style="list-style-type: none"> Weather cards Weather reports from <i>Latinos Unidos</i> newspaper Activity sheets Trade book (<i>The Snowy Day</i>) from Department library. <p>Assessment Models:</p> <p>Interpretive Students will look at weather pictures and fill in type of weather (lluvia:rain, nieve:snow)</p> <p>Interpersonal Students will work in pairs to share weather pictures and discuss orally. Students will then record descriptions of weather on recording sheets. Students will then rotate to other pictures depicting different weather conditions</p> <p>Presentational Students work in pairs to create a weather report based on their</p>

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	<u>Grade Level/Subject:</u> Grades 7 Spanish I Middle School	<u>Goal 13:</u> The student will be able to describe weather patterns.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			random selection of a given month and week. Students will rehearse and create props. Weather reports will be presented to the class.

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Grades 7 Spanish I Middle School	Topic: Out & About	
		Goal 14: The student will be able to use maps.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>14.1. Follow a map of the classroom, school, and town (7.1.N.A.1,5;7.1.N.B.1,3,4;;7.1.N.C.2;7.2.N.A.1)</p> <p>14.2. Use directional words (prepositions) to locate places. (7.1.N.A.1,5;7.1.N.B.1,3,4;;7.1.N.C.2;7.2.N.A.1)</p> <p>14.3. Use North, South, East and West to give destinations. (7.1.N.A.1,5;7.1.N.B.1,3,4;;7.1.N.C.2;7.2.N.A.1)</p> <p>14.4. Give and receive directions for locations. (7.1.N.A.1,5;7.1.N.B.1,3,4;;7.1.N.C.2;7.2.N.A.1)</p>	<ul style="list-style-type: none"> • How can maps and floor plans help us get around? • Why is it so important to learn how to read maps? 	<ul style="list-style-type: none"> • Map of classroom • Map of Applegarth • Map of Monroe Township from planning board • Directional word cards • Street signs • Building name labels • Digital photos <p>Assessment Models:</p> <p>Interpretive Students will label classroom diagram with names of items. Students will use map to follow teacher directional words to different destinations in the room. Student will record item found in location.</p> <p>Interpersonal Small student groups will use school map to go on a scavenger hunt following direction cards. Students will record final location before returning to classrooms.</p>

Suggested days of Instruction	Curriculum Management System	Topic: Out & About	
	<u>Grade Level/Subject:</u> Grades 7 Spanish I Middle School	<u>Goal 14:</u> The student will be able to use maps.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Presentational Student pairs will go up to overhead map and one student will give directions while the other follows using marker. Student pairs will exchange roles and the class will follow on individual maps.

Suggested days of Instruction	Curriculum Management System	Topic: Out & About	
	Grade Level/Subject: Grades 7 Spanish I Middle School	Goal 15: The student will be able to use adjectives for descriptive writing.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>15.1. Utilize key adjectives. (7.1.N.A.3;7.1.N.C.2)</p> <p>15.2. Describe self. (7.1.N.A.3;7.1.N.C.2)</p> <p>15.3. Create a descriptive paragraph. (7.1.N.A.3;7.1.N.C.2,3,4)</p>	<ul style="list-style-type: none"> How can adjectives make our descriptions more interesting to read? 	<ul style="list-style-type: none"> Handouts on adjectives Writing folders Dictionaries Sample paragraphs Ya Veras textbook (Chapter 6) <p>Assessment Models:</p> <p>Interpretive Students will complete “Yo soy...” webs using handouts and dictionaries as needed.</p> <p>Interpersonal Students will write 2 descriptive sentences about themselves and place them in a hat. Students will then pick a description read it aloud and guess who it is in the class? Names along with key adjectives will be kept on a recording sheet by students.</p> <p>Presentational Students will create self portraits using any art medium chosen. Students will then use</p>

Suggested days of Instruction	Curriculum Management System	Topic: Out & About	
	Grade Level/Subject: Grades 7 Spanish I Middle School	Goal 15: The student will be able to use adjectives for descriptive writing.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>"Yo soy... webs to write a descriptive paragraph about themselves. Students will share with the class and final copy will be placed in writing folder along with writing rubric.</p>

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Grades 7 Spanish I Middle School	Topic: Out & About	
		<u>Goal 16:</u> The student will be able to identify commands in advertising.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>16.1. Identify command forms in slogans. (7.1.N.A.1,2;7.1.N.B.1,2;7.2.N.A.3,4;7.2.N.B.2;7.2.N.C.1,2)</p> <p>16.2. List commands. (7.1.N.A.1,2;7.1.N.B.1,2;7.2.N.A.3,4;7.2.N.B.2;7.2.N.C.1,2)</p> <p>16.3. Discuss meaning of messages. (7.1.N.A.1,2;7.1.N.B.1,2;7.2.N.A.3,4;7.2.N.B.2;7.2.N.C.1,2)</p>	<ul style="list-style-type: none"> What is the intent in using commands in advertising? 	<ul style="list-style-type: none"> Taped commercials Ya Veras textbook (Chapter 3,4,6,) Magazine ads Newspaper ads Realia: product labels <p>Assessment Models:</p> <p>Interpretive Students will view slide show of advertisements. Students will list the 8 slogans that used command form in the slides. Slide show will be revisited to self-check.</p> <p>Interpersonal Student groups will use labels and empty packages brought in from home to analyze, record and define commands used in slogans.</p> <p>Presentational Scenario: You will be appearing on the hit show American Inventor to you're your new product. You need to come up with an eye catching advertisement to wow the viewers. Students will work in</p>

Suggested days of Instruction	Curriculum Management System	Topic: Out & About	
	<u>Grade Level/Subject:</u> Grades 7 Spanish I Middle School	<u>Goal 16:</u> The student will be able to identify commands in advertising.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>small groups to create a new product and advertise their invention.</p> <p>Groups will present product to the class along with slogan.</p> <p>Class will fill out product rubric rating effectiveness of slogan.</p> <p>Teacher rubric will rate proper use of command form and originality of product.</p>

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Grades 7 Spanish I Middle School	Topic: Out & About	
		<u>Goal 17:</u> The student will be able to express ownership of items.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	17.1. Identify possessives: mi, mis, su, sus. (7.1.N.A.2;7.1.N.B. 2,3,4) 17.2. Speak using possessives. (7.1.N.A.2;7.1.N.B. 2,3,4)	<ul style="list-style-type: none"> How do we express possession? 	<ul style="list-style-type: none"> Ya Veras textbook (Chapters 3,8) Supplemental handouts Sentence strips Props TPR <p>Assessment Models:</p> <p>Interpretive Students will complete oral drill based on contents of book bags.</p> <p>Interpersonal Students will work in pairs to complete activity sheet with fill in the blanks.</p> <p>Presentational Students will answer oral question drill in front of class based on objects belonging to self and others.</p>

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Grades 7 Spanish I Middle School	Topic: Strictly Personal	
		<u>Goal 18:</u> The student will be able to discuss family members.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>18.1. Identify roles in the family. (7.1.N.A.3;7.1.N.B.5;7.1.N.C.2,3;7.2.N.A.1;7.2.N.B.2)</p> <p>18.2. Describe family members. (7.1.N.A.3;7.1.N.B.5;7.1.N.C.2,3;7.2.N.A.1;7.2.N.B.2;7.2.N.C.1,2)</p> <p>18.3. Compare and contrast self to other family members. (7.1.N.A.3;7.1.N.B.5;7.1.N.C.2,3;7.2.N.A.1;7.2.N.B.2;7.2.N.C.1,2)</p>	<ul style="list-style-type: none"> • What are the roles of family members? • How do the family dynamics in today's society compare to that of the past? 	<ul style="list-style-type: none"> • Family portraits • Famous family pictures • Family short stories • People stick puppets <p>Assessment Models:</p> <p>Interpretive Students complete a family tree with names.</p> <p>Interpersonal Student groups will receive a family photo of a famous family. Groups will identify family then complete trivia questions on that family.</p> <p>Presentational Students will create own family trees and present to the class.</p>

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Grades 7 Spanish I Middle School	Topic: Strictly Personal	
		Goal 19: The student will be able to describe rooms in the home.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>19.1. Identify members that live in the home. (7.1.N.A.3;7.1.N.B.5;7.1.N.C.2,3;7.2.N.A.1;7.2.N.B.2)</p> <p>19.2. List rooms of the home (7.1.N.A.3;7.1.N.B.5;7.1.N.C.2,3;7.2.N.A.1;7.2.N.B.2)</p> <p>19.3. Use descriptive language to discuss home. (7.1.N.A.3;7.1.N.B.5;7.1.N.C.2,3;7.2.N.A.1;7.2.N.B.2)</p> <p>19.4. Use descriptive language to write about home. (7.1.N.A.3;7.1.N.B.5;7.1.N.C.2,3;7.2.N.A.1;7.2.N.B.2)</p>	<ul style="list-style-type: none"> What makes a house a home? 	<ul style="list-style-type: none"> Picture models of homes Ya Veras textbook (Chapter 6) Transparencies Story envelopes <p>Assessment Models:</p> <p>Interpretive Students will label diagram of a house using vocabulary and descriptive words.</p> <p>Interpersonal Students will work in small groups using large envelopes with large murals depicting a home. Inside the envelope will be a cut apart story that groups will have to read analyze and put into sequence. Groups will self-check arrangement and move to a different home.</p> <p>Presentational Students will make a three dimensional model of their favorite room in their home. All objects in room will be labeled using adjectives, articles and possessives as it</p>

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	<u>Grade Level/Subject:</u> Grades 7 Spanish I Middle School	<u>Goal 19:</u> The student will be able to describe rooms in the home.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			applies. Students will then attach a 4 by 6 index card telling all about his/her favorite room. Rooms will be displayed and each member will read aloud description to class.

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Grades 7 Spanish I Middle School	Topic: Strictly Personal	
		Goal 20: The student will be able to discuss dining customs.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>20.1. Identify vocabulary for dining. (7.1.N.A.3,4,6)</p> <p>20.2. Discuss table settings. (7.1.N.A.1,2,3,6; 7.1.N.B.1,3,4;7.1.N.C.1)</p> <p>20.3. Compare and contrast foods of the US and Latin America. (7.1.N.A.1,2,3,6; 7.1.N.B.1,3,4,; 7.1.N.C.1; 7.2.N.A.1,3,4;7.2.N.C.1,2,3)</p> <p>20.4. Discuss table manners and etiquette. (7.1.N.A.1,2,3,6; 7.1.N.B.1,3,4,; 7.1.N.C.1; 7.2.N.A.1,3,4;7.2.N.C.1,2,3)</p> <p>20.5. Use the verb “gustar” when identifying food choices. (7.1.N.A.1,2,3,6; 7.1.N.B.1,3,4,; 7.1.N.C.1; 7.2.N.A.1,3,4;7.2.N.C.1,2,3)</p>	<ul style="list-style-type: none"> How does culture influence the preparation of meals, types of food and mealtimes? How does geography play a role in the types of food consumed? 	<ul style="list-style-type: none"> Authentic restaurant menus (Mexican, Spanish, Cuban Colombian and Ecuadorian) Vocabulary sheets Dialogue outline Restaurant chart Venn diagram for dining customs Restaurant props <p>Assessment Models:</p> <p>Interpretive Students will complete table setting activity sheet using a dictionary to apply gender and article to table object.</p> <p>Interpersonal Student pairs will use completed activity sheet to complete labels for table setting picture sheet.</p> <p>Presentational Students will use menus, props and completed activity sheets to create a dialogue skit at a restaurant. One person will play the waiter and others will be the customers. Students will use</p>

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	<u>Grade Level/Subject:</u> Grades 7 Spanish I Middle School	<u>Goal 20:</u> The student will be able to discuss dining customs.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>dialogue skeleton to complete rough draft of dialogue for rehearsing.</p> <p>Final copy will go in writing folder along with rubric.</p>

Grade 8

Spanish1 Middle School 8

Scope and Sequence

Quarter I-Celebrating Hispanic Heritage

- I. Appreciation and purpose for the Spanish language
 - a. Setting the purpose for the study of Spanish
 - b. Spanish culture and customs
 - c. Relationships between Spanish countries and the US
 - d. Famous Hispanic Americans
 - e. Bilingual skills in the workplace
 - f. Spanish media and advertising

Quarter II-A Matter of Time

- II. Relationships to Time
 - a. Present tense of regular and irregular verb patterns
 - b. Telling time
 - c. Schedules and events
 - d. Expressions of time
 - e. Key question words

Spanish1 Middle School 8

Scope and Sequence

Quarter III-Out & About

- III. Getting around Town(El Centro)
 - a. Reasons for going downtown
 - b. Making plans
 - c. Public buildings and monuments
 - d. City/town maps
 - e. Spanish speaking towns vs. US towns
 - f. Modes of transportation
 - g. Immediate future tenses of verbs
 - h. El Mercado(marketplace)

Quarter IV-Strictly Personal

- IV. Travel Plans
 - a. Maps of Latin America
 - b. Travel schedules and itineraries
 - c. Currency exchange
 - d. Leisure time activities and sports
 - e. Past tense of regular and irregular verbs
 - f. Common practices for travel abroad
 - g. Combining present, immediate and past tense of verbs

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Hispanic Heritage	
	Grade Level/Subject: Grades 8 Spanish I Middle School	Goal 1: The student will be able to further enhance the appreciation and purpose for the Spanish language and its people.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>1.1. Name and identify famous Hispanic Americans. (7.1.A.3; 7.2.N,A.3,4)</p> <p>1.2. List and explain major contributions made by Hispanic Americans. (7.1.A.3; 7.2.N,A.3,4)</p> <p>1.3. Investigate affects of Spanish on daily lives. (7.1.A.3; 7.2.N,A.3,4)</p> <p>1.4. Compare and contrast Spanish customs and traditions with that of the US. (7.2.N.A.1,2,3,4;7.2.N.B.2,4,5;7.2.N.C.1,3,4; 7.1N.A.2,5,6)</p> <p>1.5. Investigate different job sectors that require bilingual skills. (7.1.A.3; 7.2.N,A.3,4)</p>	<ul style="list-style-type: none"> • What famous Hispanic Americans have made contributions both in the US and around the world? • What Spanish speaking countries have had a direct impact on the US? • How is Spanish affecting our daily lives at home, in school and in the work place? 	<ul style="list-style-type: none"> • Current articles from newspapers and media • <i>Latinos Unidos</i> (Spansih Publication) • Graphic organizers • Music CD's • Video library • Power point presentations • Worksheets/handouts • Ya Veras textbook (review chapter) • Biographies of famous Hispanic Americans(text) • <i>Reader's Digest</i> (Spanish Publication) <p>Assessment Models:</p> <p>Interpretive</p> <ul style="list-style-type: none"> • Use conjugations of ser and list of descriptive adjectives to describe pictures of famous Hispanic Americans. <p>Interpersonal</p> <ul style="list-style-type: none"> • Work in pairs to write descriptive sentences about famous Hispanic Americans.

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Hispanic Heritage	
	<u>Grade Level/Subject:</u> Grades 8 Spanish I Middle School	<u>Goal 1:</u> The student will be able to further enhance the appreciation and purpose for the Spanish language and its people.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Presentational <ul style="list-style-type: none"> Students will work in small groups to create summaries of famous Hispanic Americans via powerpoint presentation, skit format or through an art medium, which will then be read and shared aloud with the class.

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Hispanic Heritage	
	Grade Level/Subject: Grades 8 Spanish I Middle School	Goal 2: The student will be able to describe self and others through the use of adjectives.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>2.1. Identify commonly used adjectives with its opposite counterpart. (7.1.N.A.5;7.2.N.A.4)</p> <p>2.2. Define and list most essential adjectives. (7.1.N.A.5;7.2.N.A.4)</p> <p>2.3. Use the most essential adjectives for expressing details about self and others. (7.1.N.A.5;7.2.N.A.4)</p> <p>2.4. Compare and contrast self to others based on similarities and differences between individuals and groups of people. (7.1.N.A.5;7.2.N.A.4)</p>	<ul style="list-style-type: none"> • How can the use of adjectives add more detail and meaning to statements? • How do we use “mas” y “menos” with adjectives to expand on comparisons and differences between people and things? 	<ul style="list-style-type: none"> • TPR strategies • Emotions poster • Facial description cards • Opposite word flashcards • Venn diagrams • The Giver (trade book and LAL connection) • Ya Veras textbook • Overhead transparencies • Adjective webs <p>Assessment Models:</p> <p>Interpretive Match definition to adjective visual cards.</p> <p>Interpersonal Work in pairs using a Venn diagram to describe each other.</p>

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Hispanic Heritage	
	<u>Grade Level/Subject:</u> Grades 8 Spanish I Middle School	<u>Goal 2:</u> The student will be able to describe self and others through the use of adjectives.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Presentational Students will present orals in front of class expressing similarities and differences through the use of written phrases formed in brainstorming session.

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Hispanic Heritage	
	Grade Level/Subject: Grades 8 Spanish I Middle School	Goal 3: The student will be able to apply adjective rules to person, place or thing being described.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>3.1. Recite and list 4 key adjective rules. (7.1.N.A.5;7.2.N.A.4)</p> <p>3.2. Find and list examples of sentences illustrating the adjective rules. (7.1.N.A.5;7.2.N.A.4)</p> <p>3.3. Review sample sentences given and categorize them based on adjective rules. (7.1.N.A.5;7.2.N.A.4)</p> <p>3.4. Utilize symbols to diagram sentences. (7.1.N.A.5;7.2.N.A.4)</p> <p>3.5. Listen to taped examples and identify the best description based on adjective rules being applied. (7.1.N.A.5;7.2.N.A.4)</p> <p>3.6. Create an oral and written descriptive paragraph. (7.1.N.A.5;7.2.N.A.4)</p>	<ul style="list-style-type: none"> How can the use of adjective rules help to clarify and improve the communication process in both conversation and written form? How can you make more sense when applying the 4 key adjective rules? 	<ul style="list-style-type: none"> Adjective symbol cards Posters for adjective rules Sentence activity sheets Magnetic sentence strips Magazines Trade books Description cards Sentence builders Conversation cassette tapes <p>Assessment Models:</p> <p>Interpretive Create sentence examples following chart for adjective rules and symbols.</p> <p>Interpersonal Work in pairs to complete sentence strip builders applying adjective rules.</p> <p>Presentation Students work in small groups to create visual posters showing examples of rules applied with picture symbols.</p>

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Hispanic Heritage	
	<u>Grade Level/Subject:</u> Grades 8 Spanish I Middle School	<u>Goal 3:</u> The student will be able to apply adjective rules to person, place or thing being described.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Groups will share posters with the class in target language modeling rules being used in examples.

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Hispanic Heritage	
	Grade Level/Subject: Grades 8 Spanish I Middle School	Goal 4: The student will be able to differentiate the uses of the verb ser vs. the uses of the verb estar.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>4.1. List the categories and examples under CORN for the uses of the verb "Ser". (7.1.N.A.2,3;7.1.N.B.1,2;7.1.C.2;7.2.N.A.3;7.2.N.B.2;7.2.N.C.2)</p> <p>4.2. List the categories and examples for the uses of the verb "Estar". (7.1.N.A.2,3;7.1.N.B.1,2;7.1.C.2;7.2.N.A.3;7.2.N.B.2;7.2.N.C.2)</p> <p>4.3. Describe famous Hispanic Americans using the verb "Ser". (7.1.N.A.2,3;7.1.N.B.1,2;7.1.C.2;7.2.N.A.3;7.2.N.B.2;7.2.N.C.2)</p> <p>4.4. Describe storybook characters using the verb "Ser". (7.1.N.A.2,3;7.1.N.B.1,2;7.1.C.2;7.2.N.A.3;7.2.N.B.2;7.2.N.C.2)</p> <p>4.5. Analyze <i>Guernica</i> painting by Picasso through the use of the verb "Estar". (7.1.N.A.2,3;7.1.N.B.1,2;7.1.C.2;7.2.N.A.3;7.2.N.B.2;7.2.N.C.2)</p> <p>4.6. Describe in group</p>	<ul style="list-style-type: none"> How can the acronym CORN help to understand the uses for the verb ser? How can the acronym FELT help to understand the uses for the verb estar? Why are the verbs SER and ESTAR so important in Spanish? 	<ul style="list-style-type: none"> Power point on Pablo Picasso Movie on the life of Pablo Picasso Musical rhyme on Directional Words <i>El Diario</i> newspaper articles <i>Guernica</i> photocopies Music CD's Trade books from World Language Library Audio cassettes from World Language library <p>Assessment Models:</p> <p>Interpretive Create sentences based on each of the categories for the verb "Ser and Estar".</p> <p>Interpersonal Students will pair and share sentences created for categories of "Ser and Estar". Partners will then add on to each other's examples.</p>

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Grades 8 Spanish I Middle School	Topic: Celebrating Hispanic Heritage	
		<u>Goal 4:</u> The student will be able to differentiate the uses of the verb ser vs. the uses of the verb estar.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>discussions the painter, Picasso. (7.1.N.A.2,3;7.1.N.B.1,2;7.1.C.2;7.2.N.A.3;7.2.N.B.2;7.2.N.C.2)</p> <p>4.7. Recite and recall directional words through the use of a musical rhyme and chant. (7.1.N.A.2,3;7.1.N.B.1,2;7.1.C.2;7.2.N.A.3;7.2.N.B.2;7.2.N.C.2)</p> <p>4.8. Diagram sentences based on adjective rules. (7.1.N.A.2,3;7.1.N.B.1,2;7.1.C.2;7.2.N.A.3;7.2.N.B.2;7.2.N.C.2)</p> <p>4.9. Classifying situations based on categories of “Ser” and “Estar” (7.1.N.A.2,3;7.1.N.B.1,2;7.1.C.2;7.2.N.A.3;7.2.N.B.2;7.2.N.C.2)</p> <p>4.10. Identify appropriate responses based on audio presented. (7.1.N.A.2,3;7.1.N.B.1,2;7.1.C.2;7.2.N.A.3;7.2.N.B.2;7.2.N.C.2)</p>		<p>Presentational</p> <p>Groups will create and share T-charts with the rest of the class. Each person will explain orally reasons for placement on chart as well as category usage.</p>

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Hispanic Heritage	
	Grade Level/Subject: Grades 8 Spanish I Middle School	Goal 5: The student will be able to use key strategies to comprehend the uses of interrogatives.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>5.1. Identify key question words Quien, Como, Cuando, Que, Cual, Cuantos, Por que y Donde (7.1.N.A.1,2,4,5;7.1.N.B.1,2,3,4;7.1.N.C.1,2)</p> <p>5.2. Answer questions in target language. (7.1.N.A.1,2,4,5;7.1.N.B.1,2,3,4;7.1.N.C.1,2)</p> <p>5.3. Ask and answer questions in complete phrases. (7.1.N.A.1,2,4,5;7.1.N.B.1,2,3,4;7.1.N.C.1,2)</p> <p>5.4. Create questions based on reading passages. (7.1.N.A.1,2,4,5;7.1.N.B.1,2,3,4;7.1.N.C.1,2)</p> <p>5.5. Classify statements under key questions words. (7.1.N.A.1,2,4,5;7.1.N.B.1,2,3,4;7.1.N.C.1,2)</p>	<ul style="list-style-type: none"> • How are interrogatives posed in Spanish to express inquiry? • How can key interrogatives help clarify meaning and intent? • What important strategies can we use to better understand interrogatives? 	<ul style="list-style-type: none"> • Question chart with key words, symbols and examples • Newspaper articles • <i>People</i> magazine in Spanish • Teacher created audio cassettes • Visual symbol cards • Question game cards • Question popsicle sticks • Question and Answer desk cards <p>Assessment Models:</p> <p>Interpretive Students will use strategy chart to help them complete a personal questionnaire survey.</p> <p>Interpersonal Students will work in small groups to predict and classify clues given on a question chart.</p>

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Hispanic Heritage	
	<u>Grade Level/Subject:</u> Grades 8 Spanish I Middle School	<u>Goal 5:</u> The student will be able to use key strategies to comprehend the uses of interrogatives.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Presentation Students will choose a famous Hispanic American from the list generated by the class. Students follow key guided questions in target language to research the person. A rubric will be used based on mode of presentation chosen by student i.e. impersonation, art medium, powerpoint, etc. Students will present in target language following the guided questions to report key facts and information to the class.

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Hispanic Heritage	
	<u>Grade Level/Subject:</u> Grades 8 Spanish I Middle School	<u>Goal 6:</u> The student will be able to understand and actively respond to classroom commands.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>6.1. Follow a chart for basic rules of command form for: ar, er, ir verbs. (7.1.N.A.1,2;7.1.N.B.1,2;7.1.N.C.3; 7.2.N.A.1,3,4;7.2N.B.2)</p> <p>6.2. Identify two key forms: Usted and Ustedes (7.1.N.A.1,2;7.1.N.B.1,2;7.1.N.C.3; 7.2.N.A.1,3,4;7.2N.B.2)</p> <p>6.3. Write examples using the key rules. (7.1.N.A.1,2;7.1.N.B.1,2;7.1.N.C.3; 7.2.N.A.1,3,4;7.2N.B.2)</p> <p>6.4. Identify examples using the key rules. (7.1.N.A.1,2;7.1.N.B.1,2;7.1.N.C.3; 7.2.N.A.1,3,4;7.2N.B.2)</p> <p>6.5. Recite and respond to basic commands in the classroom (7.1.N.A.1,2;7.1.N.B.1,2;7.1.N.C.3; 7.2.N.A.1,3,4;7.2N.B.2)</p>	<ul style="list-style-type: none"> How can we change verbs to express a stronger intent? How do we alter our intonation in Spanish to express commands? How does command form play a very important role in Spanish advertising and media? 	<ul style="list-style-type: none"> Posters and brochures Goya products Video on Spanish commercials Phrase sentence strips Scenario cue cards <p>Assessment Models:</p> <p>Interpretive Students use rule sheet to list and identify command examples from sentence strips given.</p> <p>Interpersonal Students will work in pairs to analyze ads given Students will fill in chart identifying the verb and the command form being used in the advertisement.</p>

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Hispanic Heritage	
	<u>Grade Level/Subject:</u> Grades 8 Spanish I Middle School	<u>Goal 6:</u> The student will be able to understand and actively respond to classroom commands.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>Presentational</p> <p>Students will create collages using magazines, newspapers and labels from Goya products to show samples of command form being used in media and advertising.</p> <p>Students will list key verbs in the infinitive form that are used and the command form.</p> <p>Students will share collages with class and class will vote on top collages for display in classroom as reminders throughout the year.</p>

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Grades 8 Spanish I Middle School	Topic: A Matter of Time	
		Goal 7: The student will be able to follow set patterns for conjugating verbs in the present.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>7.1. Review basic patterns for conjugating ar, er, and ir verbs in the present tense. (7.1.N.A.2,3;7.1.N.B.1,2;7.1.C.2;7.2.N.A.3;7.2.N.B.2;7.2.N.C.2)</p> <p>7.2. Recite and list conjugations of ar, er, and ir verbs. (7.1.N.A.2,3;7.1.N.B.1,2;7.1.C.2;7.2.N.A.3;7.2.N.B.2;7.2.N.C.2)</p> <p>7.3. Use pronouns and proper names to identify the correct conjugation. (7.1.N.A.2,3;7.1.N.B.1,2;7.1.C.2;7.2.N.A.3;7.2.N.B.2;7.2.N.C.2)</p> <p>7.4. Use context clues to select appropriate conjugation. (7.1.N.A.2,3;7.1.N.B.1,2;7.1.C.2;7.2.N.A.3;7.2.N.B.2;7.2.N.C.2)</p> <p>7.5. Use similarities in ending patterns to apply to unknown regular verbs. (7.1.N.A.2,3;7.1.N.B.1,2;7.1.C.2;7.2.N.A.3;7.2.N.B.2;7.2.N.C.2)</p>	<ul style="list-style-type: none"> • How do we express actions in Spanish? • What are the five basic conjugations for any given verb? • How will verb conjugations help to improve your communication skills in Spanish? 	<ul style="list-style-type: none"> • Verb picture cards • Verb posters • Verb wall • Verb toilet paper wheels • Verb Hop Scotch • Verb drill cards • Verb Tic Tac Toe • Verb dice game • CD's with verb raps <p>Assessment Models:</p> <p>Interpretive Students will match pronoun or proper name cards to correct verb conjugation.</p> <p>Interpersonal Students will work in small groups to play verb dice game. Students will record examples created with each role on dice game sheet.</p>

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Grades 8 Spanish I Middle School	Topic: A Matter of Time	
		<u>Goal 7:</u> The student will be able to follow set patterns for conjugating verbs in the present.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	7.6. To use key verb patterns to express sentences more clearly. (7.1.N.A.2,3;7.1.N.B.1,2;7.1.C.2;7.2.N.A.3;7.2.N.B.2;7.2.N.C.2)		Presentational Student groups will randomly choose a verb and create a verb web. Web will include a visual or symbol for verb, conjugations and sentences expressing a variety of actions with captions. Students will use various art mediums including computer clip art as needed. Student groups will follow a task sheet to divide jobs and record work needed to carry out project. Verb webs will be presented to the class. Class will vote on top 5 verb webs. Winners will be displayed in classroom as reference material.

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Grades 8 Spanish I Middle School	Topic: A Matter of Time	
		Goal 8: The student will be able to associate verbs with people, objects and actions.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>8.1. Organize sentences in correct order following subject verb agreement. (7.1.N.A.2,3;7.1.N.B.1,2;7.1.C.2;7.2.N.A.3;7.2.N.B.2;7.2.N.C.2)</p> <p>8.2. Speak about objects and people using verbs. (7.1.N.A.2,3;7.1.N.B.1,2;7.1.C.2;7.2.N.A.3;7.2.N.B.2;7.2.N.C.2)</p> <p>8.3. Write about objects and people using verbs. (7.1.N.A.2,3;7.1.N.B.1,2;7.1.C.2;7.2.N.A.3;7.2.N.B.2;7.2.N.C.2)</p>	<ul style="list-style-type: none"> How can we express actions more clearly? 	<ul style="list-style-type: none"> Realia Props TPR Situational picture cards Listening activities Phrases in envelopes Do Now activities <p>Assessment Models:</p> <p>Interpretive Students will get a cloze sentence upon entering classroom and will locate their seat based on the verb needed to complete the statement correctly.</p> <p>Interpersonal Students will work in pairs using random picture cards. Students will create a story based on picture clues.</p> <p>Presentational Student pairs will place pictures in sequence and share with the class the story created.</p>

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	<u>Grade Level/Subject:</u> Grades 8 Spanish I Middle School	<u>Goal 8:</u> The student will be able to associate verbs with people, objects and actions.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Each student in pairs will take turns adding on to story.

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Grades 8 Spanish I Middle School	Topic: A Matter of Time	
		<u>Goal 9:</u> The student will be able to tell time.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>9.1. To tell time to the quarter hour, half hour and hour. (7.1.N.A.2,5;7.1.N.B.1,4)</p> <p>9.2. Respond to question “ ¿Qué hora es?” (7.1.N.A.2,5;7.1.N.B.1,4)</p> <p>9.3. Use time phrasing “Son las____”, Es la_____” (7.1.N.A.2,5;7.1.N.B.1,4)</p>	<ul style="list-style-type: none"> How do we express the lapse of time in a day? 	<ul style="list-style-type: none"> Giant tablecloth clock and gloves for hour and minute hand. Miniature clocks Digital clocks Time activity sheets Clock stamps Handouts Time work stations <p>Assessment Models:</p> <p>Interpretive Students will follow teacher's model on giant clock and record time on activity sheet using correct phrasing.</p> <p>Interpersonal Students will rotate around the room to complete time work stations. Students will work cooperatively as they move through each time activity reflecting the different aspects of time. A participation recording sheet will be used and activity sheets completed</p>

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	<u>Grade Level/Subject:</u> Grades 8 Spanish I Middle School	<u>Goal 9:</u> The student will be able to tell time.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>will be used as study guides. A time test to follow.</p> <p>Presentational Random students will be called up to giant clock to express time scenenrios given. Classmates will record on activity sheets. Each student called to the front of the room will take turns giving a scenerio to the class, writing the time phrase out on the board and placing minute and hour hands in correct locations. Completed sheets will be placed in Notes/Reference section of binder as a study aid.</p>

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Grades 8 Spanish I Middle School	Topic: A Matter of Time	
		Goal 10: The student will be able to connect time and events related to daily activities.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>10.1. Express when activities take place. (7.1.N.A.2,5;7.1.N.B.1,4)</p> <p>10.2. Discuss when personal events will occur using time. (7.1.N.A.2,5;7.1.N.B.1,4)</p> <p>10.3. Use phrasing “A las _____ and A la _____” to tell about events taking place. (7.1.N.A.2,5;7.1.N.B.1,4)</p>	<ul style="list-style-type: none"> How can we express time in connection to the activities that we do in our everyday lives? 	<ul style="list-style-type: none"> Calendars Agendas Picture prompts Journals Activity sentence strips TPR Realia props Skits Activity sheets <p>Assessment Models:</p> <p>Interpretive Students will keep track of daily activities and time on a calendar.</p> <p>Interpersonal Students will work in pairs to converse about these daily activities using key phrases.</p> <p>Presentational Students will make original analog clocks based on personal interests. Students will write narratives based on their own calendar of activities.</p>

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	<u>Grade Level/Subject:</u> Grades 8 Spanish I Middle School	<u>Goal 10:</u> The student will be able to connect time and events related to daily activities.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Students will share and use clock projects for other class activities requiring clocks.

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Grades 8 Spanish I Middle School	Topic: A Matter of Time	
		Goal 11: The student will be able to utilize key expressions of time in the present.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>11.1 Use time vocabulary in the present. (7.1.N.A.2,5;7.1.N.B.1,4)</p> <p>11.2 Develop more detailed statements using time. (7.1.N.A.2,5;7.1.N.B.1,4)</p>	<ul style="list-style-type: none"> How do you explain the differences in time between 12 o'clock noon vs. 12 o'clock midnight? or 8 o'clock in the morning vs. 8 o'clock at night? 	<ul style="list-style-type: none"> Time expressions chart Clue cards Time picture cards <p>Assessment Models:</p> <p>Interpretive Students use key phrasing por la mañana, por la tarde, por la noche to identify the picture scenes given.</p> <p>Interpersonal Students will work in pairs to take fragmented statements and complete by adding on time expressions.</p> <p>Presentational Students will work in small groups to organize themselves in the correct order based on their sentence necklace strip. Groups will then go to front of class to read aloud example. Class will verify if correct and volunteers will make necessary</p>

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	Grade Level/Subject: Grades 8 Spanish I Middle School	Goal 11: The student will be able to utilize key expressions of time in the present.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			changes to incorrect examples as needed. The volunteer will also be responsible to explain reasoning for correction.

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Grades 8 Spanish I Middle School	Topic: Out & About	
		Goal 12: The student will be able to use key vocabulary for getting around a Spanish- speaking town.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>12.1 Define buildings and places in a Spanish-speaking town. (7.1.N.A1,2,3;7.1.N.B.1,2,3,7.1.N.C.1,2,3,4)</p> <p>12.2 Identify key stem changing verbs: venir, tener, poder, jugar. (7.1.N.A.2,3;7.1.N.B.1,2;7.1.C.2;7.2.N.A.3;7.2.N.B.2;7.2.N.C.2)</p> <p>12.3 List modes of transportation. (7.1.N.A1,2,3;7.1.N.B.1,2,3,7.1.N.C.1,2,3,4)</p>	<ul style="list-style-type: none"> • What are the similarities and differences between American towns and Spanish- speaking towns? • What are the customs and traditions in Spanish- speaking towns? 	<ul style="list-style-type: none"> • Map of Monroe • Map of a Spanish-speaking town • Vocabulary picture cards • Venn diagram of Monroe vs. Spanish town • Dialogue outlines • Taped dialogues • Guided questions • Activity sheets • Dialogue skit cards • Student created props • Oral Quizzes <p>Assessment Models:</p> <p>Interpretive Students will fill out map of town using vocabulary visual cards and oral descriptions given by teacher.</p> <p>Interpersonal Students will work in pairs to answer riddles based on key places in town.</p>

Suggested days of Instruction	Curriculum Management System	Topic: Out & About	
	<u>Grade Level/Subject:</u> Grades 8 Spanish I Middle School	<u>Goal 12:</u> The student will be able to use key vocabulary for getting around a Spanish- speaking town.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Presentational Scenario: You are going to meet up with friends. You decide to get there early so you can take care of some errands. Students will work in small groups to create a replica of Spanish speaking town with labels and descriptions. Then students will use scenerio cards to recreate situations at given places in town.

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Grades 8 Spanish I Middle School	Topic: Out & About	
		Goal 13: The student will be able to review directions and time expressions in relation to activities in the downtown area.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>13.1 Utilize key verb “encontrar” to set up meetings and invitations with friends. (7.1.N.A.1,2,3;7.1.N.B.1,2,3,7.1.N.C.1,2,3,4)</p> <p>13.2 Give oral directions to others for meeting in designated downtown areas. 7.1.N.A.1,2;;7.1.N.B.1,2;7.1.N.C.1,2;7.2.N.B.1)</p> <p>13.3 Express meeting times and duration of activities taking place. 7.1.N.A.1,2;;7.1.N.B.1,2;7.1.N.C.1,2;7.2.N.B.1;7.2.N.C.2)</p>	<ul style="list-style-type: none"> • What are the routines followed in social settings? • Why has the center of town become such an important part of our personal entertainment? 	<ul style="list-style-type: none"> • Listening comprehension with authentic tapes • Pre and post listening activities • Cloze dialogue • Writing process midterm <p>Assessment Models:</p> <p>Interpretive: Students will preview guided questions before listening to taped skit. Students will then listen to the taping and take short notes on key information.</p> <p>Interpersonal Students will revisit guided questions on skit and then share notes in small groups in order to answer questions.</p> <p>Presentational Students will receive written transcript of skit and further verify responses to questions. Volunteers will come up to overhead and share answers</p>

Suggested days of Instruction	Curriculum Management System	Topic: Out & About	
	<u>Grade Level/Subject:</u> Grades 8 Spanish I Middle School	<u>Goal 13:</u> The student will be able to review directions and time expressions in relation to activities in the downtown area.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			with class for final verification by role playing parts using script from skit.

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Grades 8 Spanish I Middle School	Topic: Out & About	
		Goal14: The student will be able to speak about plans in the immediate future tense.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>14.1 Follow pattern for creating immediate future. 7.1.N.A.1,2;;7.1.N.B.1,2;7.1.N.C.1,2;7.2.N.B.1;7.2.N.C.2)</p> <p>14.2 Form immediate future through the verb "ir". 7.1.N.A.1,2;;7.1.N.B.1,2;7.1.N.C.1,2;7.2.N.B.1;7.2.N.C.2)</p> <p>14.3 Express thoughts in immediate future. 7.1.N.A.1,2;;7.1.N.B.1,2;7.1.N.C.1,2;7.2.N.B.1;7.2.N.C.2)</p> <p>14.4 List examples of immediate future. 7.1.N.A.1,2;;7.1.N.B.1,2;7.1.N.C.1,2;7.2.N.B.1;7.2.N.C.2)</p> <p>14.5 Speak in both present and immediate future tenses. 7.1.N.A.1,2;;7.1.N.B.1,2;7.1.N.C.1,2;7.2.N.B.1;7.2.N.C.2)</p>	<ul style="list-style-type: none"> How do we express plans that are happening in the near future? How do we mix tenses to describe what is going on now and what will be going on shortly? 	<ul style="list-style-type: none"> Do Now seating cards Color coded question cards Picture cards Verb wall Props Activity sheets Improvisational dialogues <p>Assessment Models:</p> <p>Interpretive Students will rotate to different sections of the room to place given statements from present to immediate future.</p> <p>Interpersonal Students will pair and share their examples.</p> <p>Presentational Student pairs will present findings both orally and in writing on the overhead.</p>

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Grades 8 Spanish I Middle School	Topic: Out & About	
		Goal 15: The student will be able to speak about wants vs. needs.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>15.1 Define the following verbs: querer, tener, necesitar, deber. (7.1.N.A.1,2,3,6,7;7.1.N.B.1,3,4; 7.1.N.C.1)</p> <p>15.2 Categorize sentences expressing wants and needs. (7.1.N.A.1,2,3,6,7;7.1.N.B.1,3,4; 7.1.N.C.1)</p> <p>15.3 List examples of wants and needs. (7.1.N.A.1,2,3,6,7;7.1.N.B.1,3,4; 7.1.N.C.1)</p> <p>15.4 Speak about wants and needs. (7.1.N.A.1,2,3,6,7;7.1.N.B.1,3,4; 7.1.N.C.1)</p>	<ul style="list-style-type: none"> What do we consider necessities and wants in our everyday lives? How do our views of “wants” and “needs” compare/contrast to those in other countries? 	<ul style="list-style-type: none"> T-chart on wants vs. needs Graphic organizers Magazines Picture cards Props Activity sheets <p>Assessment Models:</p> <p>Interpretive Students will listen to an oral narrative and record examples of wants and needs as they come up in the passage.</p> <p>Interpersonal Student groups will get envelopes with mixed examples of wants and needs. Groups will place examples in appropriate spots of T-chart then discuss findings and record end results.</p> <p>Presentational Students will place magnetic strips on board to create large T-chart. All examples will be verified by the class and other volunteers will explain necessary changes in</p>

Suggested days of Instruction	Curriculum Management System	Topic: Out & About	
	<u>Grade Level/Subject:</u> Grades 8 Spanish I Middle School	Goal 15: The student will be able to speak about wants vs. needs.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>placements for the class to alter their individual charts.</p> <p>As a follow up students will receive random picture cards of wants and needs. Student groups will create a short improvisational dialogue using the random pictures. Student groups will present to the class using picture captions.</p>

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Grades 8 Spanish I Middle School	Topic: Out & About	
		Goal 16: The student will be able to speak and write about activities at the market place.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>16.1 Identify key vocabulary used at the market place. (7.1.N.A.1,2;7.1.N.B.1,2,3,4;7.1.N.C.4;7.2.N.A.4;7.2.N.B.1;7.2.N.C.1,2,3)</p> <p>16.2 Use bartering techniques at the market place. (7.1.N.A.1,2;7.1.N.B.1,2,3,4;7.1.N.C.4;7.2.N.A.4;7.2.N.B.1;7.2.N.C.1,2,3)</p> <p>16.3 Ask for prices of goods at the market place. (7.1.N.A.1,2;7.1.N.B.1,2,3,4;7.1.N.C.4;7.2.N.A.4;7.2.N.B.1;7.2.N.C.1,2,3)</p>	<ul style="list-style-type: none"> • What are the customary practices of an open market? • How does the shopping at an open market compare to a mall or a supermarket ? 	<ul style="list-style-type: none"> • El Barrio movie • Authentic Market • Rubric for downtown • Unitedstreaming videos and clips • Writing folders • Props • Sample Dialogues • Teacher created dialogue tapes • Guided questions pre and post dialogue • Written transcript of dialogue tapes <p>Assessment Models:</p> <p>Interpretive Students will view video clips and select proper responses from multiple choice sheet.</p> <p>Interpersonal Students will break up into small groups to create an authentic market place. Groups will take on roles of vendors, customers,</p>

Suggested days of Instruction	Curriculum Management System	Topic: Out & About	
	Grade Level/Subject: Grades 8 Spanish I Middle School	Goal 16: The student will be able to speak and write about activities at the market place.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>performers and musicians.</p> <p>Presentational</p> <p>Scenario: You are shopping at <i>El Mercado</i> and you are trying to barter with the vendors. Student groups will work on necessary props, costumes and scenery for their role at the market. Students will also draft and rehearse skits based on the market place experience. Class will perform for tour groups that visit the market place.</p>

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Grades 8 Spanish I Middle School	Topic: Strictly Personal	
		Goal 17: The student will be able to explore the geography of Latin America.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>17.1 Identify on a map all Spanish speaking countries. (7.1.N.A. 1,3;7.1.N.B. 4;7.1.N.C. 2,4;7.2.N.A.2;7.2.N.C.2)</p> <p>17.2 List all Spanish speaking countries. (7.1.N.A. 1,3;7.1.N.B. 4;7.1.N.C. 2,4;7.2.N.A.2;7.2.N.C.2)</p> <p>17.3 Categorize all Spanish speaking countries by regions. (7.1.N.A. 1,3;7.1.N.B. 4;7.1.N.C. 2,4;7.2.N.A.2;7.2.N.C.2)</p> <p>17.4 Name and list the capitals of all Spanish speaking countries. (7.1.N.A. 1,3;7.1.N.B. 4;7.1.N.C. 2,4;7.2.N.A.2;7.2.N.C.2)</p>	<ul style="list-style-type: none"> • How has the Spanish language spread through the Americas? • How has the geographical location of Latin American countries affected trade, economy, agriculture and tourism? 	<ul style="list-style-type: none"> • Web quest on Latin America • Power point presentations • Overhead transparencies • Color maps of North America, South America, Central America and Europe • Geography stations • Magnetic country and capital labels • Travel Posters • Teacher created taped travel dialogues • Pre and post guided questions • Transcripts for taped travel dialogues • Country Movies from department library • Informational handouts <p>Assessment Models:</p> <p>Interpretive Students will follow oral directions in command form to color code map of Latin America.</p>

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	Grade Level/Subject: Grades 8 Spanish I Middle School	Goal 17: The student will be able to explore the geography of Latin America.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>Interpersonal Students will pair to follow map directions in order to locate mystery places on activity sheet.</p> <p>Presentational Students will write directions in command form for their own countries of choice. Students will come to front of class to give oral and written directions created for the class to locate and solve the mystery place.</p>

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Grades 8 Spanish I Middle School	Topic: Strictly Personal	
		Goal 18: The student will be able to create and discuss travel plans.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>18.1 Speak about travel plans. (7.1.N.A.1,2,3,6;7.1.N.B.1,3,4;7.1.N.C.1)</p> <p>18.2 Write about travel plans. (7.1.N.A.1,2,3,6;7.1.N.B.1,3,4;7.1.N.C.1)</p> <p>18.3 Ask others about travel plans. (7.1.N.A.1,2,3,6;7.1.N.B.1,3,4;7.1.N.C.1)</p>	<ul style="list-style-type: none"> • What are the steps we take in planning a vacation? • How are vacations an important part of our lives? • What elements affect our decisions in choosing travel destinations? 	<ul style="list-style-type: none"> • Model dialogues • Skeleton outline for a dialogue • Travel vocabulary picture cards • Travel props • Travel advertisements • Travel slogans • Mobil computer lab • http://campus.northpark.edu-PanoramaUnit <p>Assessment Models:</p> <p>Interpretive Students match travel vocabulary and statements to picture illustrations of travel.</p> <p>Interpersonal Students will listen to a taped dialogue script at a travel agency. Students will fill in key components on an outline of a travel dialogue. Students will then locate and highlight these key components on the written script of travel dialogue. Students will then answer post dialogue questions.</p>

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	<u>Grade Level/Subject:</u> Grades 8 Spanish I Middle School	Goal 18: The student will be able to create and discuss travel plans.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>Presentational</p> <p>Scenario: You want to take a trip to a Spanish-speaking country. You need help in planning your trip so you decide to visit a local travel agency. Students will work in pairs and each partner will choose a different Spanish speaking country.</p> <p>Students will then research country following travel criteria given in class and create a persuasive travel dialogue.</p> <p>Dialogue will be performed in class using props and costumes as well as other class items created from previous projects i.e. travel posters and brochures.</p>

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Grades 8 Spanish I Middle School	Topic: Strictly Personal	
		Goal 19: The student will be able to make an itinerary for travel.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>19.1 List activities and events for a given number of days. (7.1.N.A.1,2,3,6;7.1.N.B.1,3,4;7.1.N.C.1)</p> <p>19.2 Discuss daily routines. (7.1.N.A.1,2,3,6;7.1.N.B.1,3,4;7.1.N.C.1)</p> <p>19.3 Use present, immediate future and past tense to express travel plans. (7.1.N.A.1,2,3,6;7.1.N.B.1,3,4;7.1.N.C.1)</p>	<ul style="list-style-type: none"> • What activities will you do in the morning, afternoon and at night during your travel? • How does weather affect travel plans? • What key factors do we need to investigate before planning a vacation abroad? • Why is it important to know the exchange rate of the dollar to peso? 	<ul style="list-style-type: none"> • Sample itineraries • Travel websites • Graphic organizers • Verb practice sheets • Seating arrangements for verbs • Verb charts for all tenses • Writing Prompt pictures • Drill cards • Country books from school library • Country videos from department library • Participation and research project rubrics • Project folders and handouts <p>Assessment Models:</p> <p>Interpretive Students will research Latin American countries using color coded index card ring for topics of inquiry based on country chosen.</p>

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	Grade Level/Subject: Grades 8 Spanish I Middle School	Goal 19: The student will be able to make an itinerary for travel.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>Interpersonal Students will work in groups based on same country and complete a handout based on each member's subcategory.</p> <p>Presentational Student country groups will brainstorm and create an interactive game or activity to highlight given country. Student groups will engage the rest of the class in an active presentation following the rules of their game or activity to reinforce facts of that country. Criteria presented on interactive presentation rubric.</p>

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Grades 8 Spanish I Middle School	Topic: Strictly Personal	
		Goal20: The student will be able to speak about sports and leisure activities.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-9 days	<p>20.1 List and identify popular sports. (7.1.N.A.1,2,3,6,7;7.1.N.B.3,4;7.1.N.C.1)</p> <p>20.2 Speak about leisure activities using present, immediate future and past tense of regular verbs. (7.1.N.A.1,2,3,6;7.1.N.B.1,3,4;7.1.N.C.1)</p> <p>20.3 Follow patterns for irregular verbs: ir, hacer, tener, ir,estar,andar. (7.1.N.A.1,2,3,6;7.1.N.B.1,3,4;7.1.N.C.1)</p>	<ul style="list-style-type: none"> • What popular sports from Latin America have made their way into mainstream America? • What are the favorite past time activities in Latin America and how do they compare with the US? 	<ul style="list-style-type: none"> • Travel brochures • Travel posters • Travel videos • Research material by students • Country display boards • Power point presentations • Suitcase oral rubric <p>Assessment Models:</p> <p>Interpretive Students predict country of origin for activities and sports shown on trivia cards. Information cards will be displayed for students to self-check answers and take additional notes.</p> <p>Interpersonal Students will use leisure activity cards to create dialogues using all verb tenses.</p> <p>Presentational Scenario: It is the night before your trip and you are packing</p>

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	<u>Grade Level/Subject:</u> Grades 8 Spanish I Middle School	Goal20: The student will be able to speak about sports and leisure activities.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>your suitcase. You will need to check that you have the most important items for your vacation before you leave your house. Students will use itineraries created to pack suitcases to country of destination based on previous persuasive travel dialogues. Students will share 8 to 10 items dealing with their plans and will be able to use vocabulary picture cards previously created as a prompt.</p> <p>Students will bring suitcases and present to class an oral of itinerary using props as a guide. Students will be required to use travel vocabulary, key phrases and all verb tenses as specified on travel rubric.</p>

Spanish I Middle School Grades 7 and 8

COURSE BENCHMARKS

Grade 7 Spanish I Middle School

1. The student will be able to develop an appreciation and purpose for the Spanish Language and its people.
2. The student will be able to compare/contrast between Spanish customs and traditions vs. US customs and traditions.
3. The student will be able to use both verbal and written forms of greetings, introductions and farewells.
4. The student will be able to use and comprehend key question words.
5. The student will be able to ask and respond to questions in a basic conversation.
6. The student will be able to understand and actively respond to classroom commands.
7. The student will be able actively use present tense of verbs.
8. The student will be able to properly use definitions and vocabulary found in the Spanish/English dictionary.
9. The student will be able to learn vocabulary for classroom objects.
10. The student will be able to use adjectives to describe objects and people.
11. The student will be able to use calendar information.
12. The student will be able to describe seasons.
13. The student will be able to describe weather patterns.
14. The student will be able to use maps.
15. The student will be able to use adjectives for descriptive writing.
16. The student will be able to identify commands in advertising.
17. The student will be able to express ownership of items.
18. The student will be able to discuss family members.
19. The student will be able to describe rooms in the home.
20. The student will be able to discuss dining customs.

Grade 8 Spanish I Middle School

1. The student will be able to further enhance the appreciation and purpose for the Spanish language and its people.
2. The student will be able to describe self and others through the use of adjectives.
3. The student will be able to apply adjective rules to person, place or thing being described.
4. The student will be able to differentiate the uses of the verb ser vs. the uses of the verb estar.
5. The student will be able to use key strategies to comprehend the uses of interrogatives.
6. The student will be able to understand and actively respond to classroom commands.
7. The student will be able to follow set patterns for conjugating verbs in the present.
8. The student will be able to associate verbs with people, objects and actions.
9. The student will be able to tell time.
10. The student will be able to connect time and events related to daily activities.
11. The student will be able to utilize key expressions of time in the present.

- 12.** The student will be able to use key vocabulary for getting around a Spanish speaking town.
- 13.** The student will be able to review directions and time expressions in relation to activities in the downtown area.
- 14.** The student will be able to speak about plans in the immediate future tense.
- 15.** The student will be able to speak about wants vs. needs.
- 16.** The student will be able to speak and write about activities at the market place.
- 17.** The student will be able to explore the geography of Latin America.
- 18.** The student will be able to create and discuss travel plans.
- 19.** The student will be able to make an itinerary for travel.
- 20.** The student will be able to speak about sports and leisure activities.