

## **Spanish Curriculum Grades 4-8**

### **Spanish Grade Four**

1. Students will be introduced, recognize, and recite the Spanish Alphabet.
2. Students will recognize, recite and respond to simple Spanish greetings.
3. Students will recognize, recite and respond to questions using 10 color words.
4. Students will recognize and recite the numbers 1-15.
5. Students will pronounce and identify opposites.
6. Students will identify and use Spanish words that promote good manners and use polite classroom survival expressions: ¿Puedo ir a la enfermera?, Por favor, Gracias.
7. Students will recognize and recite Animal Words.
8. Students will participate in various cultural activities and celebrations that compare Spanish holidays and traditions to those celebrated in the United States. Example: Cinco de Mayo, Day of the Dead, Las Posadas, Hispanic Heritage Month.
9. Students will recognize and recite family member words.
10. Students will respond appropriately to directions given in Spanish.
11. Students will be introduced to Indefinite/ Definite Articles in content.

### **Spanish Grade 5:**

1. Students will recite the Spanish Alphabet and vowel sounds.
2. Students will recognize and respond to greetings.
3. Students will recognize and recite color words and shapes.
4. Students will recognize and recite numbers 1-31.
5. Students will recognize and recite old and new animal words.
6. Students will recognize and recite family member words.
7. Students will recognize and recite indefinite articles in content.
8. Students will recognize and use expressions and words that continue to promote good manners & politeness.
9. Students will recognize and recite classroom objects.

10. Students will recognize and recite old and new introduction phrases.
11. Students will recognize and recite weather words.
12. Students will participate in various cultural activities and celebrations that compare Spanish holidays and traditions to those celebrated in the United States. Example: Cinco de Mayo, Day of the Dead, Las Posadas, Hispanic Heritage Month.
13. Students will recognize and recite daily calendar warm-up activities.  
Example: Day of the week, month, and date.
14. Students will continue to identify and describe people or things as acquired in 4<sup>th</sup> grade.

### **Spanish Grade 6**

1. Student will know the Spanish alphabet and vowel sounds.
2. Student will identify and recite basic greetings and classroom survival expressions.
3. Students will know the days of the week/ months/ date in Spanish.
4. Students will know numbers 1-100.
5. Students will know and practice the weather expressions and seasons learned in 4<sup>th</sup>/5<sup>th</sup> grade.
6. Students will state the correct time.
7. Student will know basic classroom objects and subjects / commands.
8. Students will know correct usage of singular and plural words/ indefinite/ definite articles in content.
9. Students will use and recite to have – “tener” and to be- “ser”.
10. Students will know basic body words.
11. Students will know basic family words.
12. Student will know shapes, colors, and animals.
13. Students will know simple adjectives (big, small, long, short)
14. Students will recognize and recite activities associated with verbs.
15. Students will be introduced to likes and dislikes.
16. Students will participate in various cultural activities and celebrations that compare Spanish holidays and traditions to those celebrated in the United States.
17. Students will use and recite the verb to live “vivir”

## **Spanish Grade Seven**

1. Students will converse using classroom expressions.
2. Students will recite, recognize and appropriately use basic greeting, questions and answers.
3. Students will recite, recognize and appropriately use numbers to 1000.
4. Students will review time expressions and learn military time telling.
5. Students will review and learn new weather related expressions.
6. Students will know and appropriately use body words and descriptions in sentences.
7. Students will know, recite and appropriately use “to have”, “to be”, “to need” and “to live”.
8. Students will use questioning words in Spanish.
9. Students will tell and write what they like (foods, music, sports, classes) in Spanish.
10. Students will appropriately use singular and plural words, definite and indefinite articles.
11. Students will recognize and appropriately use old and new words that identify family members.
12. Students will recognize, recite and appropriately use all subject pronouns with the present tense action verbs.
13. Students will recite and appropriately use “ir + infinitive”.
14. Students will learn clothing and review color vocabulary.
15. Student will recognize and appropriately use food words to order from a Spanish menu.
16. Students will learn countries, culture and capitals of the Spanish -speaking world, in addition to nationalities and adjective agreement.
16. Students will continue to recite and use the calendar daily.

## **Spanish Grade Eight**

1. Student will discuss and write about their wants and needs in Spanish.
2. Student will review classroom words and converse using classroom expressions.
3. Student will review basic greeting, questions, and answers as they interview classmates and adults.

4. Student will recognize, recite and use numbers to 1,000,000.
5. Student will review their likes/dislikes and preferences for foods, music, sports, classes, etc., in Spanish.
6. Student will review and learn new family vocabulary and use adjectives to describe each family member.
7. Student will review and learn new weather related expressions.
8. Students will review food and table setting vocabulary to order from a French menu.
9. Student will review and learn new family vocabulary and use adjectives to describe each family member.
10. Student will review and learn new weather related expressions.
11. Student will review food and table setting words to order from a French menu.
12. Students will review and learn “to have”, “to be”, ”to do”, “to make” and “to go”.
13. Student will review body words and learn health related expressions.
14. Student will learn vocabulary to describe house and house contents.
15. Students will learn sequential order items in written form in Spanish.
16. In Spanish, students will identify the time something is to happen and relate to being late or in a hurry.
17. Students will learn and be able to talk about their communities, neighborhoods, and buildings.
18. Students will be able to talk about jobs and professions.
19. Students will review shopping and stores.
20. Students will learn daily routine and reflexive verbs.
21. Students will learn transportation and travel vocabulary.
22. Students will learn how to communicate in public and private services.

## 7<sup>th</sup> Grade Spanish Scope and Sequence Components

| <u>Grammar and Usage</u>              | <u>Topics and Vocabulary</u> | <u>Culture Suggestions</u>    | <u>Assessment Suggestions</u>  |
|---------------------------------------|------------------------------|-------------------------------|--------------------------------|
| Definite and indefinite articles      | Age                          | Spanish traditions.           | Answer questions               |
| (Singular and plural)                 | Alphabet                     | Birthdays and holiday         | Board work                     |
| Making Nouns plural                   | Animals                      | Current events                | Class participation            |
| Punctuation marks in Spanish          | Body words                   | Daily routines                | Computer projects              |
| Verb gustar                           | Classroom expressions        | Foreign language study        | Daily quizzes (oral/written)   |
| Verb ser & estar                      | Classroom objects            | and career opportunities      | Dialogue creation/presentation |
| Introduction to tener and querer      | Clothing                     | Geography/History             | Dictations                     |
| Definition of infinitive              | Cognate words                | Getting together with friends | Games and puzzles              |
| Using                                 | Colors                       | Greeting/farewells            | Handouts                       |
| Adjective and noun agreement          | Days, months, years          | Guest speakers (foreign       | Homework                       |
| Subject pronouns                      | Family                       | exchange students)            | Listening comprehension tests  |
| adjectives                            | Foods                        | Holidays                      | Mind Mapping                   |
| Telling time using ser                | Greetings and farewells      | Hora Latina                   | Notebooks                      |
| Forming questions with question words | Holidays                     | Meals                         | Pair/small group activities    |
| Use of possessive de                  | House(room and furnishings)  | Music                         | Portfolios                     |
| Sequence words primero                | Music                        | Popular sports                | Popular sports                 |
|                                       |                              |                               |                                |
| Question words                        | School subjects              | Idioms                        | Role play                      |
| Tag questions                         | Sports                       | The concept of family         | Student video productions      |
| Affirmative and negative sentences    | Time                         | Likes, dislikes               | Teacher/student interviews     |
|                                       | Numbers                      | Buying/time/schedules         | Tests: achievement             |
|                                       |                              | Formal and informal           | comprehensive and oral         |
|                                       |                              |                               | TPR activities                 |
|                                       |                              |                               | Translations                   |
|                                       |                              |                               | Vocabulary collages            |

## 8<sup>th</sup> Grade Spanish Scope and Sequence Components

| <u>Grammar and Usage</u>                                     | <u>Topics and Vocabulary</u>       | <u>Culture Suggestions</u>          | <u>Assessment Suggestions</u>                |
|--|------------------------------------|-------------------------------------|--|
| Comparison   | Age                                | Mass and church vocabulary words    | Answer questions                             |
| Contractions of al and del                                   | Alphabet                           | Birthdays/Saints days               | Board work                                   |
| Coordinating conjunctions (y,o)                              | Animals                            | Current events                      | Class participation                          |
| Definite and indefinite articles                             | Body parts                         | Daily routines                      | Computer projects                            |
| Direct/indirect object pronouns                              | Cardinal numbers                   | Foreign language study and          | Daily quizzes (oral/written)                 |
| Hacer used with weather expressions                          | Classroom expressions              | career opportunities                | Dialogue creation/presentations              |
| necesitar  | Classroom supplies/materials       | Geography/History                   | Dictations                                   |
| Infinitive after conjugated verbs                            | Clothing                           | Getting together with friends       | Games  |
| Interrogative expressions                                    | Cognate words                      | Greetings/farewells                 | Handouts                                     |
| Adjective agreement  | Colors                             | Guest speakers (community           | Homework                                     |
| Prepositions (location/general)                              | Days, months, years                | members, foreign exchange students) | Listening comprehension tests                |
| Present tense of regular -ar, -er, -ir, verbs                | Emotions / Family                  | Holidays                            | Mind Mapping                                 |
| Present progressive tense and present participles            | Foods                              | Hora latina                         | Notebooks                                    |
| Expressions to be  | Greetings and farewells            | Meals                               | Pair/small group activities                  |
| Singular and plural forms of pronoun & possessive adjectives | Holidays                           | Music                               | Portfolios                                   |
| Subject/verb agreement                                       | House (room, furnishings)          | Popular Sports                      | Recorded oral expression to selected stimuli |
| Travel   | Leisure activities                 | Recipes                             | Spanish countries report                     |
| Word order of declarative and interrogative sentences        | Location (City, country, downtown) | Schools                             | Role plays                                   |
| (affirmative and negative forms)                             | Music                              | Idioms                              | Student video productions                    |
|  | Names                              | The concept of family               | Teacher/student interviews                   |
|  | Occupations                        | The concept of the siesta           | Tests: comprehensive and oral                |
|  |                                    |                                     |  |
|  | School subjects                    |                                     | Translations Exercises                       |
|  | Shopping and money                 |                                     | Vocabulary Tests                             |
|  | Sports                             |                                     | Skill Based Tests                            |
|  | Time/schedule                      |                                     |  |
|  | Weather                            |                                     |  |