

6th - 8th Curriculum (Spanish 1)

Introduction to the Spanish 1 Curriculum

Welcome to the Spanish 1 curriculum, a comprehensive program designed to provide middle school students with a strong foundation in the Spanish language and culture. This course is a high school-level program intended to be completed over three academic years, beginning in 6th grade and concluding in 8th grade. The curriculum is rigorous, reflecting the expectations of high school-level Spanish instruction, and students will be graded accordingly.

The Spanish 1 curriculum emphasizes the development of the four key language skills: listening, speaking, reading, and writing. In addition, students will gain cultural insights into the diverse Spanish-speaking world, fostering an appreciation for its traditions, history, and contributions.

Structure of the Program

- **6th Grade:** Students will build a foundation in basic vocabulary, pronunciation, and grammatical structures, such as present tense verbs and simple sentence formation. They will also begin exploring cultural themes through stories, songs, and traditions.
- **7th Grade:** Students will expand their vocabulary and delve into more complex grammatical concepts, such as adjective agreement, irregular verbs, and introductory conversational phrases. Cultural studies will include an exploration of the geography and customs of Spanish-speaking countries.
- **8th Grade:** Students will refine their language skills with advanced topics, including past tense verbs, detailed sentence structures, and greater fluency in conversation. This year will also prepare students for the end-of-course exemption exam by reinforcing all material covered in the program.

Exemption Exam and Progression

At the conclusion of the 8th-grade year, students will take a comprehensive exemption exam to assess their mastery of Spanish 1. This exam will evaluate their proficiency across all language domains and their understanding of cultural topics. Students must pass this exam with a grade of 77 to qualify for Spanish 2.

This three-year Spanish 1 program is a unique opportunity for middle school students to achieve high school-level language proficiency. With consistent effort and engagement, students will be well-prepared to advance in their Spanish studies and develop skills that will serve them for a lifetime.


Definition of Columns in Curriculum:

- **Standard:** This column gives a broad category for what the students will be learning. For example: Praying in Spanish, Knowing days of the week. These topics are taken directly from the Curriculum monitoring sheets when applicable.
- **Communication Objective:** This column describes what the student will be able to do with the topic they are learning. In other words, what will the student be able to do? What needs to occur for a successful performance of the objective? Communication objectives contain a verb (an action) that describes student behavior. This can also help you to create assessments. **For example:** *Student identifies colors by name. The student responds “Me llamo ...” when asked “Como te llamas?” The student uses the correct verb conjugation in a sentence. Students will recognize and reproduce the sounds of the letters of the Spanish alphabet with teacher modeling.*
- **Vocabulary Resources:** This column provides resources where you can find the vocabulary necessary to teach the lesson. Whenever possible try to use vocabulary that is included in the K-5 vocabulary list. These words should be most familiar to the students. Also always consider your textbook a resource, not a curriculum.
- **Methods:** This column provides practical suggestions on how to teach the material to your students. You can use these suggestions or use your own methods. These methods are **NOT** mandatory. As a teacher, you know your students, your school and your resources; do what best works for everyone.

The following guidelines regarding “Sound Discrimination,” “Listening,” and “Speaking” should be addressed at every class meeting as part of the functioning of the class.

- Using definite articles with nouns
- Understanding statement vs. question intonation
- Comprehending simple spoken statements and questions
- Comprehending commands in Spanish
- Recognizing sound patterns
- Asking/answering basic questions/statements in the affirmative and negative
- Praying in Spanish
- Demonstrating oral proficiency
- **Students should strive to complete at least one formal writing assignment per year.**

Standards of Learning

Grades 6-8 Monitoring 	Standard	Communication Objective	Vocabulary Resources	Methods
_____	S.6-8.1 Praying in Spanish	<ul style="list-style-type: none"> Students will recite a prayer in the target language daily 	<ul style="list-style-type: none"> Suggestion: choose one per quarter to facilitate mastery Resource site: Prayer list 	<ul style="list-style-type: none"> Students can pray in unison with the teacher at the beginning of each class (printed handouts for students to use until they memorize) Orally testing students individually is an option.
_____	S.6-8.2 Recognizing sounds of all letters of the alphabet	<ul style="list-style-type: none"> Students will recognize and reproduce the sounds of the letters of the Spanish alphabet with teacher modeling. 	<ul style="list-style-type: none"> Textbook materials 	<ul style="list-style-type: none"> Attention to sound differences: <i>ll, r (two sounds), b/v, s/z, qu, g, j, h</i> Vowel sounds to improve pronunciation the letter ñ
_____	S.6-8.3 Comprehending commands in Spanish Start memorizing meaning of verb on all levels	<ul style="list-style-type: none"> Students can identify commands, oral and written, commonly used in the day-to-day activities of the classroom and respond appropriately. 	<ul style="list-style-type: none"> Resource site: 5th grade vocabulary list Textbook materials 	<ul style="list-style-type: none"> a TPR (total physical response) activity as a short warm-up at the beginning of class, kind of like “Simon Says” use textbook and/or worksheet examples to highlight commands for written activities read over directions for written activities/tests together as a class to ensure comprehension

<hr/>	<p>S.6-8.4</p> <p>Identifying the days of the week</p>	<ul style="list-style-type: none"> Students will be able to recite days of the week. Students will be able to spell days of the week correctly in target language. Students will label calendars or other charts based on reading comprehension. Students will construct questions/statements both orally and in writing (birthdays, holidays, the date). Students will recall facts from simple stories or statements made by fellow students, teacher, and textbook materials. 	<ul style="list-style-type: none"> lunes, martes, etc. hoy, ayer, mañana daily calendar skills (writing and reading) 	<ul style="list-style-type: none"> ¿Cuál es la fecha hoy? Hoy es <u>martes</u> el <u>6</u> de <u>octubre</u> de <u>2015</u>. Be sure to have them copy this sentence into their notebooks for future reference. A student can be responsible for writing the sentence (above) out each day on the board at the beginning of class. The same or another student can read it out loud. chanting days of the week together Label calendar with the words: ayer, hoy , mañana ¿Qué día es hoy/mañana/fue ayer? asking ¿qué sigue lunes? etc. numbers can be counted in unison if a student forgets a number to assist recall
<hr/>	<p>S.6-8.5</p> <p>Recognizing the months of the year</p>	<ul style="list-style-type: none"> Students will be able to recite months of the year. Students will be able to spell months of the year correctly in target language. Students will label calendars or other charts based on reading comprehension. Students will construct questions/statements both orally and in writing (birthdays, holidays, the date). Students will recall facts from simple stories and statements made by fellow students, teacher, and textbook materials. 	<ul style="list-style-type: none"> enero, febrero, etc. daily calendar skills (writing and reading) 	<ul style="list-style-type: none"> ¿Cuál es la fecha hoy? Hoy es <u>martes</u> el <u>6</u> de <u>octubre</u> de <u>2015</u>. Be sure to have them copy this sentence into their notebooks for future reference. A student can be responsible for writing the sentence (above) out each day on the board at the beginning of class. The same or another student can read it out loud. chanting months in unison ¿Qué sigue mayo?, etc. ¿Cuándo es tu cumpleaños? Es el dos de enero. board race to write up holiday dates or the birthdates of classmates

_____	S.6-8.6 Recognizing basic weather expressions; Using “hacer” in weather expressions	<ul style="list-style-type: none"> Students will name the weather in the target language based on current conditions, from pictures, or from descriptions. Students will spell correctly weather expressions Students will ask and answer questions about the weather in the target language, orally and in writing 	<ul style="list-style-type: none"> daily calendar skills (writing and reading) Resource site: 5th grade vocabulary list Textbook Other ideas: hace fresco, hay neblina, hace buen/mal tiempo 	<ul style="list-style-type: none"> ¿Qué tiempo hace (hoy)? include with writing up the date daily hace sol, está nublado, está lloviendo, etc. Charades - students act out weather scenarios realia (sunglasses, an umbrella, mittens, etc. flash cards or pictures on the Activboard Paired Speaking Activity (PSA - 5 min.) which can be assessed afterwards
_____	S.6-8.7 Recognizing subject pronouns	<ul style="list-style-type: none"> Students will name the subject pronouns in the target language, randomly and in order. Students will distinguish between tú and usted through explanation. Students will apply tú and usted correctly with teacher modeling. Students can identify vosotros and the country in which it is used. 	<ul style="list-style-type: none"> Textbook www.quizlet.com or other online resource sites Conjuguemos.com Blooket.com 	<ul style="list-style-type: none"> grammar graph of the 6 persons (copy into notes) memorize meanings of words using student made flash cards or virtual ones (quizlet) pictures of people to elicit responses TPR - have students form groups that represent each pronoun relate the concept of “showing respect” to the use of usted - in English, it’s commonly done with titles, not calling adults by first names, or yes ma’am/yes sir students can say meaning of vosotros and where it’s used
_____	S.6-8.8 Identifying subject verb agreement; Knowing present tense of estar Review multiple times	<ul style="list-style-type: none"> Students will identify and match the correct form of estar with the subject pronoun, randomly and in order. Students will identify subjects in sentences and apply the correct form of estar. 	<ul style="list-style-type: none"> Textbook www.quizlet.com or other online resource sites Conjuguemos.com Blooket.com 	<ul style="list-style-type: none"> formal pre-copied grammar charts, teacher-made charts, or student-created charts in notes fill in subject pronoun chart (grammar) with conjugations, include pronouns board spelling races between 2 students from 2 teams warm-up activity with flash cards or teacher questions

				<ul style="list-style-type: none"> ● fill-in-the-blank written classwork or homework ● student flash cards or virtual cards on quizlet ● emphasize correct spelling and accent marks ● switch out 3rd person subject pronouns for nouns/proper nouns, people/things
_____	<p>S.6-8.9</p> <p>Using common greetings and farewells</p>	<ul style="list-style-type: none"> ● Students will select and recite memorized answers in the target language in response to questions posed by fellow students or the teacher. ● Students will write, spelling correctly, answers to questions in the target language in complete sentences. ● Students will identify and discuss vocabulary content in conversations from text and audio materials. 	<ul style="list-style-type: none"> ● Resource site: 5th grade vocabulary list ● Textbook and audio resources ● www.quizlet.com or other online vocabulary practice websites ● Resource site: Activities list, Most frequently used words ● Conjuguemos.com ● Blooket.com 	<ul style="list-style-type: none"> ● use definite articles to explain difference in spelling of Buenos(as) ● pictures of different times of the day, clocks showing times ● tossing a small, soft, rubber ball and asking/answering questions (complete sentences) ● reading short conversations in text aloud, taking parts, acting them out ● teacher/student led questions/answers about conversations from audio materials or student skits (¿Cómo está John?) ● writing a simple skit together as a class (teacher led/modeled) which students could then act out
_____	<p>S.6-8.10</p> <p>Using basic expressions of courtesy; knowing proper names; Using definite articles with a title</p>	<ul style="list-style-type: none"> ● Students will use the definite article when discussing a person with a title, orally and in writing. ● Students will use the definite article with certain proper nouns, orally and in writing. ● Students will differentiate between formal and informal uses of language, orally and in writing. 	<ul style="list-style-type: none"> ● por favor, con permiso, gracias, de nada, etc. ● Resource site: Most frequently used words ● Textbook ● www.quizlet.com or other online resources ● Conjuguemos.com ● Blooket.com 	<ul style="list-style-type: none"> ● ...continued from objective above (1) ● use in skits, questions/answers in class ● use teacher names in the school for teaching the article with titles ● writing answers to questions (teacher or student generated) at board ● emphasize spelling, punctuation, accent marks

		<ul style="list-style-type: none"> Students will select and recite memorized answers in the target language in response to questions posed by fellow students or the teacher. Students will write, spelling correctly, answers to questions in the target language in complete sentences. Students will identify and discuss vocabulary content in conversations from text and audio materials. 		
_____	<p>S.6-8.11</p> <p>Making basic introductions</p>	<ul style="list-style-type: none"> Students will select and recite memorized answers in the target language in response to questions posed by fellow students or the teacher. Students will write, spelling correctly, answers to questions in the target language in complete sentences. Students will identify and discuss vocabulary content in conversations from text and audio materials, orally and in writing.. Students will build a conversation from a list of questions/responses which relate to vocabulary content. Students will compose a short conversation using correct spelling and punctuation as modeled by the teacher and/or textbook. 	<ul style="list-style-type: none"> te presento a.... Textbook www.quizlet.com or other online resource Resource site: Clip Art, Activities list Conjuguemos.com Blooket.com 	<ul style="list-style-type: none"> <i>...continued from objectives above (1,2,4, 35)</i> students need to memorize vocabulary and phrases (flashcards or quizlet homework practice daily) arrange out of order conversations into a logical order line introductions (see Resource site) write out answers to questions from written selections in text/handouts (short answer and/or complete sentences)

<p>_____</p>	<p>S.6-8.12</p> <p>Using basic food and drink expressions, reading a menu</p>	<ul style="list-style-type: none"> Students will recall and review basic food and drink expressions, spelling correctly in Spanish. Students can order a meal from a menu in Spanish. Students will integrate vocabulary related to restaurants in discussing food and drink expressions. Students will answer in complete sentences to questions posed by fellow students, the teacher, and/or the textbook, orally and in writing. 	<ul style="list-style-type: none"> Textbook materials www.quizlet.com or other online resources Resource site: Activities list 	<ul style="list-style-type: none"> always have students memorize/name all nouns with their definite article make flashcards or use Quizlet - daily practice KWL (SQA) charts to help narrow down what needs to be learned (see Activities list) fill-in-the-blank activities games - practicing sentence formation Paired Speaking opportunity - ordering from a menu/conversation in a restaurant
<p>_____</p>	<p>S.6-8.13</p> <p>Applying present tense of ser Start memorizing the meaning of verbs on all levels</p>	<ul style="list-style-type: none"> Students will identify and match the correct form of ser with the subject pronoun, randomly and in order. Students will identify subjects in sentences and apply the correct form of ser. Students will identify basic uses for ser and estar. 	<ul style="list-style-type: none"> Textbook www.quizlet.com or other online resource sites Conjuguemos.com Blooket.com 	<ul style="list-style-type: none"> review and recall subject pronouns formal pre-copied grammar charts, teacher-made charts, or student-created charts in notes fill in subject pronoun chart (grammar) with conjugations, include pronouns board spelling races between 2 students from 2 teams warm-up activity with flash cards or teacher questions fill-in-the-blank written classwork or homework student flash cards or virtual cards on quizlet emphasize correct spelling and accent marks switch out 3rd person subject pronouns for nouns/proper nouns, people/things

				<ul style="list-style-type: none"> review and recall estar in fill-in-the-blank assignments, board activities, oral responses, etc. chart in notes for student access and review of basic uses for ser and estar
_____	<p>S.6-8.14</p> <p>Naming the 21 Spanish speaking countries</p>	<ul style="list-style-type: none"> Students will identify countries on a map. Students will name the capital for each country. Student will identify the nationality of the people from each country in the target language. Students will spell countries, capitals, and nationalities correctly in the target language. Students will say where people are from in the target language, orally and in writing. 	<ul style="list-style-type: none"> maps mexicano, venezolano, etc. Other ideas: tie this into National Hispanic Heritage Month with individual projects that can be used to decorate the classroom (or school, if allowed) 	<ul style="list-style-type: none"> review and recall content from 5th grade geography/Spanish classes point out countries on maps bean bag/ball toss to ask/answer/name countries and capitals relate nationalities to countries and students can reproduce with assistance from notes or fellow students spelling games ¿Cuál es la capital de...? ¿De dónde eres/es? Soy de.../Es de... writing project (using basic conversation skills from unit above) to compose a short conversation as modeled/guided by teacher (Google Classroom-App recommended for writing and editing process)
_____	<p>S.6-8.15</p> <p>Identifying basic clothing</p>	<ul style="list-style-type: none"> Students can name and spell correctly basic clothing in the target language, orally and in writing. 	<ul style="list-style-type: none"> Textbook materials www.quizlet.com or other online resources 	<p><i>Can be integrated throughout the year but lends itself particularly well to city, basic pastimes, and basic sports themes.</i></p> <ul style="list-style-type: none"> always have students memorize/name all nouns with their definite article make flashcards or use Quizlet - daily practice KWL (SQA) charts to help narrow down what needs to be learned (see Activities list)

<p>_____</p>	<p>S.6-8.16</p> <p>Identifying immediate family</p>	<ul style="list-style-type: none"> Students can name and spell correctly immediate family members in the target language, orally and in writing. 	<ul style="list-style-type: none"> Textbook materials www.quizlet.com or other online resources 	<p><i>Can be integrated throughout the year into all themes.</i></p> <ul style="list-style-type: none"> always have students memorize/name all nouns with their definite article make flashcards or use Quizlet - daily practice KWL (SQA) charts to help narrow down what needs to be learned (see Activities list)
<p>_____</p>	<p>S.6-8.17</p> <p>Using present tense of tener Start memorizing meaning of verbs on all levels. Tener + que + infinitive Tener Expressions (Tener changes meaning to “to be”)</p>	<ul style="list-style-type: none"> Students will identify and match the correct form of tener with the subject pronoun. Students will identify subjects in sentences and apply the correct form of tener. 	<ul style="list-style-type: none"> Textbook www.quizlet.com or other online resource sites Conjuguemos.com Blooket.com 	<ul style="list-style-type: none"> review and recall subject pronouns formal pre-copied grammar charts, teacher-made charts, or student-created charts in notes fill in subject pronoun chart (grammar) with conjugations, include pronouns board spelling races between 2 students from 2 teams warm-up activity with flash cards or teacher questions fill-in-the-blank written classwork or homework student flash cards or virtual cards on quizlet - daily practice emphasize correct spelling and accent marks switch out 3rd person subject pronouns for nouns/proper nouns, people/things review and recall estar and ser in fill-in-the-blank assignments, board activities, oral responses, etc.

_____	S.6-8.18 Using the expression “hay” Start memorizing	<ul style="list-style-type: none"> Students will recall and use hay to ask and answer questions in the target language with teacher modeling. 	<ul style="list-style-type: none"> ¿Cuántos(as) hay? hay.... 	<ul style="list-style-type: none"> works well with classroom objects, house, and numbers
_____	S.6-8.19 Recognizing basic classroom objects	<ul style="list-style-type: none"> Students can name and spell correctly basic classroom objects in the target language, orally and in writing. Students will ask and answer questions about basic classroom objects using tener, orally and in writing. Students will ask and answer questions about basic classroom objects using haber (hay) with teacher modeling, orally and in writing. Students will describe basic classroom objects in complete sentences, orally and in writing. 	<ul style="list-style-type: none"> Resource site: 5th grade vocabulary list, Activities list Textbook www.quizlet.com or other online resources Other vocabulary: basic professions, locations in the school; basic transportation vocabulary as appropriate to context Conjuguemos.com Blooket.com 	<ul style="list-style-type: none"> always have students memorize/name all nouns with their definite article make flashcards or use Quizlet - daily practice KWL (SQA) charts to help narrow down what needs to be learned (see Activities list) textbook or teacher-made chart for changing definite articles to indefinite games which include practice using definite and indefinite articles, forming plurals, and agreement of adjectives (see Activities list) fill-in-blank written exercises to gain practice using definite and indefinite articles, forming plurals, and agreement with adjectives Paired Speaking opportunities using tener/hay with classroom objects
_____	S.6-8.20 Using present tense of regular -ar verbs	<ul style="list-style-type: none"> Students will memorize and list the endings for regular present tense -ar verbs in Spanish. Students will identify and match the correct endings for regular present tense -ar verbs with the subject pronoun, randomly and in order. Students will spell out verb conjugations correctly. 	<ul style="list-style-type: none"> Textbook www.quizlet.com or other online resource site Vocabulary ideas: hablar, escuchar, llegar, mirar, estudiar, llevar, usar, ayudar, contestar, necesitar, preparar, enseñar Conjuguemos.com Blooket.com 	<ul style="list-style-type: none"> review and recall subject pronouns formal pre-copied grammar charts, teacher-made charts, or student-created charts in notes fill in subject pronoun chart (grammar) with conjugations, include pronouns board spelling races between 2 students from 2 teams warm-up activity with flash cards or teacher questions

		<ul style="list-style-type: none"> Students will identify subjects in sentences and apply the correct form of the -ar verb. 		<ul style="list-style-type: none"> fill-in-the-blank written classwork or homework student flash cards or virtual cards on quizlet - daily practice switch out 3rd person subject pronouns for nouns/proper nouns, people/things use verbs in context throughout multiple units
_____	<p>S.6-8.21</p> <p>Describing basic classroom activities</p>	<ul style="list-style-type: none"> Students will conjugate and utilize regular -ar verbs to describe activities in the classroom. Students will write simple sentences about basic classroom activities with teacher modeling. Students will apply time to answering questions about classroom/school activities. 	<ul style="list-style-type: none"> Resource site: 5th grade vocabulary list, Activities list Textbook www.quizlet.com or other online resources Vocabulary ideas: school subjects Conjuguemos.com Blooket.com 	<ul style="list-style-type: none"> always have students memorize/name all nouns with their definite article student flash cards or virtual cards on quizlet - daily practice fill-in-the-blank exercises with verbs writing sentences about what they or other students are doing in the classroom/school (actual or from textbook materials) asking questions about classroom/school activities with teacher modeling Paired Speaking opportunity - asking and answering questions using time, both clock and days of the week, in answers works very well here
_____	<p>S.6-8.22</p> <p>Using definite article with day of the week to express on</p>	<ul style="list-style-type: none"> Students will apply the definite article (el/los) to express “on,” orally and in writing. Students will recall facts from simple stories or statements made by fellow students, teacher, and textbook materials. 	<ul style="list-style-type: none"> Resource site: school subjects, schedules, daily activities (5th grade vocabulary list) Textbook materials 	<ul style="list-style-type: none"> works well with classroom/school activities, schedules

_____	S.6-8.23 Telling time and basic time divisions	<ul style="list-style-type: none"> Students will recall and spell correctly number 1-60. Students will identify, orally and in writing, the time both digitally and on a clock (y/menos). Students will ask and answer questions from fellow students and teacher about time. 	<ul style="list-style-type: none"> Resource site: 5th grade vocabulary list Other ideas: mediodía, medianoche, en punto Works well with: schedules, daily activities Textbook materials 	<ul style="list-style-type: none"> reinforce time telling skills in English - may actually have to reteach realia clocks or Active Board clocks to manipulate time clocks on paper to draw in time or write out sentences in the target language of time shown flashcards with time written digitally and students must say in target language, both methods asking and answering questions about actual time and the time when things are done (activities) works well with classroom/school activities, schedules
_____	S.6-8.24 Using short form possessives (mi, tu, su, etc.)	<ul style="list-style-type: none"> Students will identify the the short form possessive adjectives in the target language. Students can recall and apply rules for agreement of adjectives in gender and number. 	<ul style="list-style-type: none"> Textbook materials www.quizlet.com Conjuguemos.com Blooket.com 	<ul style="list-style-type: none"> review rules for adjective agreement in gender and number practice agreement with various nouns, orally and written (at board/games) works well with family unit
_____	S.6-8.25 Memorizing and reciting immediate family	<ul style="list-style-type: none"> Students can name and spell correctly family members in the target language, orally and in writing. Students will apply short term possessive adjectives in context when asking/answering questions, orally and in writing. Students will identify and apply the preposition “de” to show possession in phrases/sentences, orally and in writing. 	<ul style="list-style-type: none"> Resource site: 5th grade vocabulary list Textbook www.quizlet.com or other online resources Resource site: Activities list, Most frequently used words Other vocabulary suggestions: adjectives describing physical characteristics and personality; basic clothing; basic animals Conjuguemos.com Blooket.com 	<ul style="list-style-type: none"> always have students memorize/name all nouns with their definite article make flashcards or use Quizlet - daily practice KWL (SQA) charts to help narrow down what needs to be learned (see Activities list) review forming plurals and show how using plurals with family words can change the meaning in English ¿Quién es? Riddles - ¿Quién es la mamá de tu mamá? Es mi... show pictures of your own family and describe who they are to the class

		<ul style="list-style-type: none"> Students can construct short sentences describing family members as modeled by the teacher and textbook materials, orally and in writing. Students can compose a short paragraph about a family member in the target language as modeled by the teacher. 		<ul style="list-style-type: none"> students can make small Google slide presentation - describe who the family members are (Es mi....) use real or made-up family trees to answer questions pull back in and use clothing vocabulary by describing what family members are wearing in photos use 5th vocabulary and textbook vocabulary to describe family members, physically and their personalities (review agreement of adjectives) review and recall telling birthdates review the conjugation of tener in the present tense and use to tell eye and hair color Paired Speaking opportunity - ¿Tienes....? / ¿Cómo es...? write a small paragraph about a family member as modeled by the teacher (including their name, brief physical description, hair and eye color, personality, age and birthdate) - Google Classroom (App) is a great place to work on writing projects
_____	<p>S.6-8.26</p> <p>Using and applying present tense for regular -er and -ir verbs</p> <p>Start memorizing meaning of verbs on all levels</p>	<ul style="list-style-type: none"> Students will memorize and list the endings for regular present tense -er and -ir verbs in Spanish. Students will identify and match the correct endings for regular present tense -er and -ir verbs with the subject pronoun, randomly and in order. 	<ul style="list-style-type: none"> Textbook www.quizlet.com or other online resource site Conjuguemos.com Blooket.com Verb suggestions: sacudir, barrer, abrir, comer, escribir, beber, vivir, vender, correr, leer 	<ul style="list-style-type: none"> review and recall subject pronouns formal pre-copied grammar charts, teacher-made charts, or student-created charts in notes fill in subject pronoun chart (grammar) with conjugations, include pronouns board spelling races between 2 students from 2 teams warm-up activity with flash cards or teacher questions

		<ul style="list-style-type: none"> Students will spell out verb conjugations correctly. Students will identify subjects in sentences and apply the correct form of the -er and -ir verbs. 		<ul style="list-style-type: none"> fill-in-the-blank written classwork or homework student flash cards or virtual cards on quizlet - daily practice switch out 3rd person subject pronouns for nouns/proper nouns, people/things use verbs in context throughout multiple units
_____	<p>S.6-8.27</p> <p>Using present tense of stem changing verbs</p>	<ul style="list-style-type: none"> Students will recall the rules/endings for conjugating regular present tense verbs in Spanish. Students will identify the “stem” of the verb. Students will identify three main types of stem-changing irregular verbs in the present tense. Students will classify irregular verbs into one of the three categories of stem-changing verbs in the present tense. Students will memorize and apply rules for conjugating stem-changing verbs in the present tense, spelling correctly. Students will use stem-changing verbs in context in complete sentences, orally and in writing. 	<ul style="list-style-type: none"> Teacher/textbook materials www.quizlet.com or other online resources Conjuguemos.com Blooket.com Resource site: Activities list 	<ul style="list-style-type: none"> introduce each type (e-ie; o-ue; e-i) separately - small groups of verbs daily 5-minute verb quizzes (See Activities list) board spelling races between 2 students from 2 teams warm-up activity with flash cards or teacher questions fill-in-the-blank written classwork or homework student flash cards or virtual cards on quizlet - daily practice switch out 3rd person subject pronouns for nouns/proper nouns, people/things use verbs in context throughout multiple units

_____	S.6-8.28 Recognizing and reciting basic professions	<ul style="list-style-type: none"> Students can name and spell correctly basic professions in the target language, orally and in writing. Students will recall and apply gender and number rules to reflect male and female professionals. Students will use basic professions in context in complete sentences, orally and in writing. 	<ul style="list-style-type: none"> Textbook materials www.quizlet.com or other online resources Conjuguemos.com Blooket.com Vocabulary ideas: tie in with city and shops, food and restaurant, basic sports 	<ul style="list-style-type: none"> always have students memorize/name all nouns with their definite article make flashcards or use Quizlet - daily practice KWL (SQA) charts to help narrow down what needs to be learned (see Activities list) this works in very well with the city unit and the shops introduce or review in the food unit with restaurant can be used to review family
_____	S.6-8.29 Recognizing and reciting basic modes of transportation	<ul style="list-style-type: none"> Students can name and spell correctly basic modes of transportation in the target language, orally and in writing. Students will identify and use the correct preposition for each mode of transportation. Students will use basic modes of transportation in context in complete sentences, orally and in writing. 	<ul style="list-style-type: none"> Textbook materials www.quizlet.com or other online resources 	<ul style="list-style-type: none"> always have students memorize/name all nouns with their definite article make flashcards or use Quizlet - daily practice KWL (SQA) charts to help narrow down what needs to be learned (see Activities list) this works in very well with the city topic can be used to tie in giving and receiving directions to places
_____	S.6-8.30 Interpreting basic directions	<ul style="list-style-type: none"> Students will use simple maps to relate basic directions from one place to another with teacher modeling. Students will give and receive directions orally and in writing with teacher modeling. 	<ul style="list-style-type: none"> Teacher/textbook materials 	<ul style="list-style-type: none"> maps - city unit place objects in the classroom that students must navigate around give directions to a place in the school building
_____	S.6-8.31 Introducing names of the most important holidays and	<ul style="list-style-type: none"> Students will explore various cultural customs of different Hispanic nations. 	<ul style="list-style-type: none"> presented mainly in English vocabulary appropriate to topic: tilma, posadas, etc. 	<p><i>Integrated in throughout the year as time and access to resources allow.</i></p> <ul style="list-style-type: none"> cultural readings in textbook materials or other books, in Spanish and English

	explaining how they are celebrated			<ul style="list-style-type: none"> ● videos - with content appropriate for grade level ● songs ● photos, slide shows for the Activeboard ● foods, recipes, and cooking ● parent volunteers for mini presentations - realia ● student projects
_____	S.6-8.32 Reciting cardinal numbers up to 1000 and ordinal numbers from 1st-10th	<ul style="list-style-type: none"> ● Students will identify numbers, cardinal and ordinal, orally and in writing. ● Students will count numbers by 1, 2, 5, 10, and 100. ● Students can identify numbers out of sequence. ● Students will spell numbers correctly in the target language. 	<ul style="list-style-type: none"> ● daily calendar skills (writing and reading) ● Resource site: Activity list ● www.quizlet.com or other online resources ● Conjuguemos.com ● Blooket.com ● Other ideas: telling time, birthdays and dates, integrating basic math skills 	<p><i>This unit can be integrated throughout the year and/or done as a stand alone unit.</i></p> <ul style="list-style-type: none"> ● Games - see Activities list ● Basic math facts review in Spanish ● Estimation - in groups, counting practice ● ¿Cuánto cuesta? Cuesta.... (works well in clothing, city) ● Spelling games - at board and orally
_____	S.6-8.33 Interpreting and solving basic mathematical operations	<ul style="list-style-type: none"> ● Students will identify and recognize Spanish words for basic mathematical operations. ● Students will respond in the target language to questions posed by the teacher and/or textbook materials, orally and in writing. ● Students can read basic mathematical sentences with teacher modeling. 	<ul style="list-style-type: none"> ● Textbook materials/exercises ● Games - See Activity list ● más, menos, por, etc. 	<p><i>Fits in best with numbers unit. This is a great cross-curricular activity that reinforces basic skills needed both in Math and Spanish.</i></p> <ul style="list-style-type: none"> ● Have students made a simple chart and write in Spanish words for basic mathematical functions in notebooks to be accessed during games, etc.
_____	S.6-8.34 Recognizing temporary states of emotions and well being	<ul style="list-style-type: none"> ● Students can identify and use expressions with estar and tener describing temporary states of emotions or well being in the present tense, orally and in writing. 	<ul style="list-style-type: none"> ● Resource site: 5th grade vocabulary list ● Textbook materials ● www.quizlet.com or other online resources ● Conjuguemos.com 	<p><i>This fits well with Saludos, weather, family, clothing, food, and city themes. It is also lends itself well to further practice with verb conjugation.</i></p>

		<ul style="list-style-type: none"> Students can distinguish and sort basic expressions used with either <i>estar</i> or <i>tener</i>. 	<ul style="list-style-type: none"> Blooket.com <i>estoy feliz, cansado, triste</i>, etc. <i>tengo hambre, sed, calor</i>, etc. 	
_____	S.6-8.35 Using basic likes and dislikes	<ul style="list-style-type: none"> Students will recall and express simply basic likes and dislikes as modeled by the teacher. Students respond to questions posed by fellow students, the teacher, and/or textbook materials in complete sentences with teacher modeling. 	<ul style="list-style-type: none"> Resource site: 5th grade vocabulary list Textbook materials www.quizlet.com 	<p><i>This material can be integrated nicely with school activities, household activities, clothing, and food themes.</i></p> <ul style="list-style-type: none"> Paired speaking opportunities - 5 minutes practice, then assessment
_____	S.6-8.36 Identifying and describing nature and the environment (basic plants and animals)	<ul style="list-style-type: none"> Students can name and spell correctly basic plants and animals in the target language, orally and in writing. 	<ul style="list-style-type: none"> Textbook materials www.quizlet.com or other online resources 	<p><i>Can be integrated throughout the year but lends itself particularly well to city, basic pastimes, and basic sports themes.</i></p> <ul style="list-style-type: none"> always have students memorize/name all nouns with their definite article make flashcards or use Quizlet - daily practice KWL (SQA) charts to help narrow down what needs to be learned (see Activities list)
_____	S.6-8.37 Identifying basic parts of the body	<ul style="list-style-type: none"> Students can name and spell correctly basic parts of the body in the target language, orally and in writing. 	<ul style="list-style-type: none"> Textbook materials www.quizlet.com or other online resources 	<p><i>Can be integrated throughout the year but lends itself particularly well to classroom activities, basic pastimes, and basic sports themes.</i></p> <ul style="list-style-type: none"> always have students memorize/name all nouns with their definite article make flashcards or use Quizlet - daily practice KWL (SQA) charts to help narrow down what needs to be learned (see Activities list)

_____	S.6-8.38 Memorizing simple geographical divisions (country, city, town)	<ul style="list-style-type: none"> Students will identify and spell correctly simple geographical divisions in the target language, orally and in writing. 	<ul style="list-style-type: none"> Resource site: 5th grade vocabulary list Textbook materials www.quizlet.com or other online resources Conjuguemos.com Blooket.com 	<p><i>Can be integrated throughout the year but lends itself particularly well to country, family, and city themes.</i></p> <ul style="list-style-type: none"> always have students memorize/name all nouns with their definite article make flashcards or use Quizlet - daily practice KWL (SQA) charts to help narrow down what needs to be learned (see Activities list)
_____	S.6-8.39 Identifying basic professions	<ul style="list-style-type: none"> Students will identify and spell correctly words for basic professions in the target language, orally and in writing. Students will distinguish between male and female professionals with correct gender designations in the target language, orally and in writing. 	<ul style="list-style-type: none"> Resource site: 5th grade vocabulary list Textbook materials www.quizlet.com Conjuguemos.com Blooket.com other online resources 	<p><i>Can be integrated throughout the year but lends itself particularly well to school, family, and city themes.</i></p> <ul style="list-style-type: none"> always have students memorize/name all nouns with their definite article make flashcards or use Quizlet - daily practice KWL (SQA) charts to help narrow down what needs to be learned (see Activities list)
_____	S.6-8.40 Using question words; Recognizing interrogatives	<ul style="list-style-type: none"> Students will recognize and respond in the target language, orally and in writing, to interrogative sentences employing question words. Students will recognize and reproduce simple interrogative statements utilizing question words with teacher modeling. 	<ul style="list-style-type: none"> Textbook materials www.quizlet.com or other online resources Conjuguemos.com Blooket.com 	<p><i>Introduced and integrated throughout the year as individual question words come up in each unit with constant review and teacher modeling.</i></p> <ul style="list-style-type: none"> teacher-made charts for students' notes to assist students in identifying and learning the meanings of question words actively teach students how to form questions (3 ways: intonation, reverse subject/verb, and question words)

_____	S.6-8.41 Memorizing definite articles	<ul style="list-style-type: none"> ● Students will identify all nouns with their corresponding definite article in the target language. ● Students will recognize and explain the meaning, in English, and the basic function of the definite article. ● Students will use context to apply definite articles correctly in Spanish sentences with teacher modeling. ● Students will identify and recall grammar rules to assist in applying definite articles in particular instances. 	<ul style="list-style-type: none"> ● All vocabulary throughout school year ● Resource site: Activities list ● Textbook materials 	<p><i>To be explained , utilized, and reviewed throughout the year and as topics come up.</i></p> <ul style="list-style-type: none"> ● always identify nouns (out of context) with a definite article to assist second language learners in memorizing masculine and feminine nouns ● <u>the</u> book (a particular one) as opposed to <u>a</u> book (any one) ● make use of translation skills to help students choose articles (definite or indefinite) ● <u>la</u> señora Velásquez, <u>el</u> lunes
_____	S.6-8.42 Understanding and applying gender and number of nouns	<ul style="list-style-type: none"> ● Students will identify, list, and classify nouns as either masculine or feminine. ● Students will be able to state clues for determining the gender of nouns. ● Students will explain the process for changing singular nouns to their plural form. ● Students will demonstrate, orally and in writing, the formation of plurals. ● Students will spell correctly singular/plural changes in nouns. 	<ul style="list-style-type: none"> ● All vocabulary throughout school year ● Reinforce nationalities ● Textbook/teacher - grammar explanation ● Resource site: Activities list 	<p><i>To be explained , utilized, and reviewed throughout the year and as topics come up.</i></p> <ul style="list-style-type: none"> ● always identify nouns (out of context) with a definite article to assist second language learners in memorizing masculine and feminine nouns ● using the ending of a noun to help to make a “guess” as to the gender of the word ● have students write out the rules for forming plurals in their notebooks (short formulas work best) ● playing games to practice the skill (any unit) ● insist on correct spelling on homework, classwork, and tests

<hr/>	<p>S.6-8.43</p> <p>Memorizing and using indefinite articles (un, una, unos, unas) Start memorizing</p>	<ul style="list-style-type: none"> Students will identify the gender and number of a noun in order to substitute indefinite articles in place of definite articles. Students can select the correct indefinite article with which to change the definite article, with teacher modeling. Students will recognize and explain the meaning, in English, and the basic function of an indefinite article. Students will use context to apply indefinite articles correctly in Spanish sentences with teacher modeling. 	<ul style="list-style-type: none"> All vocabulary throughout school year Resource site: Activities list Textbook materials 	<p><i>To be explained , utilized, and reviewed throughout the year and as topics come up.</i></p> <ul style="list-style-type: none"> always identify nouns (out of context) with a definite article to assist second language learners in memorizing masculine and feminine nouns make a chart which shows the one-to-one relationship between the definite and indefinite articles in Spanish have students copy charts/formulas into their notebooks for easy access when applying rules in class <u>the</u> book (a particular one) as opposed to <u>a</u> book (any one) make use of translation skills to help students choose articles (definite or indefinite)
<hr/>	<p>S.6-8.44</p> <p>Identifying grammar for cardinal numbers and primero and tercero Start memorizing</p>	<ul style="list-style-type: none"> Students can explain what it means to say that adjectives agree in gender and number. Students will apply rules for gender and number (uno, primera, etc.). Students will spell gender/number changes correctly in the target language. Students will correctly apply rule for dropping the “o” before a masculine noun (un, primer, etc.) with teacher modeling and repetition. Students will select correct spelling of numbers when using in a sentence. 	<ul style="list-style-type: none"> Textbook/teacher - grammar explanation Resource site: activities list Reinforce vocabulary: colors, family, house, classroom objects, nationalities 	<p><i>This material works best with calendar skills and numbers but can be extrapolated to other themes.</i></p> <ul style="list-style-type: none"> games reinforce/review with agreement of adjectives using rule charts and/or formulas copied in notes to keep the concept fresh in the students’ minds during practice

_____	S.6-8.45 Labeling the cardinal points (north, south, east, west)	<ul style="list-style-type: none"> Students can respond in complete sentences to questions posed by the teacher, orally and in writing. 	<ul style="list-style-type: none"> al norte al sur al este al oeste 	<p><i>This material works best with country and city themes.</i></p> <ul style="list-style-type: none"> map skills city locations review contractions “al” and “del”
_____	S.6-8.46 Understanding and applying adjective agreement; Knowing position of adjectives Start memorizing	<ul style="list-style-type: none"> Students can explain and apply the most common word order of adjectives for Spanish. Students can explain what it means to say that adjectives agree in gender and number. Students can apply rules for gender/number agreement orally and in writing. Students can apply rules for gender/number of nouns and adjectives within sentences. Students will spell changes in nouns/adjectives in the target language correctly. 	<ul style="list-style-type: none"> Textbook/teacher - grammar explanation Resource site: activities list Reinforce vocabulary: colors, family, house, classroom objects, nationalities 	<ul style="list-style-type: none"> noun described (Spn.) vs. described noun (Eng.) constant repetition and practice throughout school year in all themes
_____	S.6-8.47 Using simple descriptions of things	<ul style="list-style-type: none"> Students will recall and apply rules for the agreement and position of adjectives with teacher modeling. Students will recall and apply rules for forming plurals in Spanish with teacher modeling. Students will recall and apply correct word order for Spanish sentences with teacher modeling, orally and in writing. 	<ul style="list-style-type: none"> All vocabulary throughout the school year Textbook materials 	<ul style="list-style-type: none"> review rules as necessary have students use their copied notes in notebooks for recall this is a good time to practice conjugating verbs correctly in context

_____	S.6-8.48 Using contractions (al and del)	<ul style="list-style-type: none"> Students will state formula for forming the contractions in Spanish. Students will recognize that the contractions must be formed in Spanish. Students will apply the contractions correctly in complete sentences with practice and teacher modeling, orally and in writing. 	<ul style="list-style-type: none"> All vocabulary throughout the school year Textbook materials 	<p><i>Introduce and review throughout the year as appropriate.</i></p> <ul style="list-style-type: none"> reinforce the necessity of memorizing nouns with their corresponding article (definite) have students copy formulas into their notebooks for reference when needed a + el = al de + el = del an exception for proper nouns - de El Salvador fill-in-the-blank activities
_____	S.6-8.49 Identifying simple conjunctions (y, o, pero)	<ul style="list-style-type: none"> Students will identify and use contractions in complete sentences, orally and in writing. 	<ul style="list-style-type: none"> All vocabulary throughout the school year Textbook materials 	<ul style="list-style-type: none"> memorize meanings (vocabulary)
_____	S.6-8.50 Recognizing prepositions (de, a, en, con, para, sin, entre)	<ul style="list-style-type: none"> Students will identify prepositions in and out of context. Students will use prepositions in complete sentences with practice and teacher modeling, orally and in writing. 	<ul style="list-style-type: none"> Textbook materials www.quizlet.com Conjuguemos.com Blooket.com 	<p><i>Introduce as prepositions appear in context with each unit. Review use and meanings as necessary.</i></p> <ul style="list-style-type: none"> memorize meanings (vocabulary)
_____	S.6-8.51 Identifying and using personal “a”	<ul style="list-style-type: none"> Students can state the method for finding a direct object in a sentence. Students can locate the direct object in English and Spanish sentences. Students will recognize the use of “a” in Spanish sentences 	<ul style="list-style-type: none"> Spanish textbook materials English grammar materials Resource site: Activities list 	<ul style="list-style-type: none"> review how to locate direct objects in English sentences (answers the questions “what” or “who”) practice locating direct objects in Spanish sentences - point out the “a” in every instance that it is used Ayudo a mi mamá. I help ___ my mom. (“a” not translated) games - translation practice

		<p>when the direct object is a person (or pet).</p> <ul style="list-style-type: none"> Students will recognize that the personal “a” is not translatable into English. Students will employ the personal “a” in sentences with repetition and teacher modeling, orally and in writing. 		<ul style="list-style-type: none"> review when the personal “a” appears in a new lesson by asking the students to tell you what this is or what this means - testing if they remember (if not, review lesson)
_____	<p>S.6-8.52</p> <p>Using adverbs of time and frequency (tarde, temprano, siempre, ahora, hoy, nunca, después)</p>	<ul style="list-style-type: none"> Students will identify the meanings and placement adverbs of time and frequency. Students will use adverbs in context in complete sentences as modeled by teacher, orally and in writing. 	<ul style="list-style-type: none"> Textbook materials www.quizlet.com Conjugue.com Blooket.com 	<p><i>This material is to be used throughout the year.</i></p> <ul style="list-style-type: none"> memorize meanings (vocabulary) practice via sentence patterns fill-in-the-blank activities
_____	<p>S.6-8.53</p> <p>Using adverbs of place (aquí, allí)</p>	<ul style="list-style-type: none"> Students will identify the meanings and placement adverbs of place. Students will recall and identify rules for forming contractions (del). Students will use adverbs in context in complete sentences as modeled by teacher, orally and in writing. 	<ul style="list-style-type: none"> Textbook materials www.quizlet.com <ul style="list-style-type: none"> Conjugue.com Blooket.com 	<p><i>This material fits best with the house theme but can be used throughout the year.</i></p> <ul style="list-style-type: none"> memorize meanings (vocabulary) practice via sentence patterns fill-in-the-blank activities use with shapes on Activeboard
_____	<p>S.6-8.54</p> <p>Demonstrating the use of ser vs. estar</p>	<ul style="list-style-type: none"> Students will identify the two forms of “to be” in Spanish. Students can state the basic difference between the usage of the two verbs in Spanish. Students can list and/or sort examples of usage of the two verbs. 	<ul style="list-style-type: none"> Textbook materials 	<p><i>This concept works better if students have learned to conjugate both verbs in the present tense but is not limited to that timeframe. It fits in really well with describing people, family theme. Additionally, this material needs to be reviewed continually throughout the year as needed.</i></p>

		<ul style="list-style-type: none"> Students will determine the correct verb to use in a sentence based on context with teacher modeling. Students will conjugate and use verbs correctly in complete sentences with teacher modeling, orally and in writing. 		<ul style="list-style-type: none"> teacher-made chart to be copied into students' notebooks for later reference fill-in-the-blank activities ¿Cómo es? vs. ¿Cómo está?
_____	S.6-8.55 Understanding and using statement vs. question intonation	<ul style="list-style-type: none"> Students will repeat correct intonation for questions and statements as modeled by the teacher and/or audio materials. Students will differentiate intonation of questions and statements in speaking and listening activities. 	<ul style="list-style-type: none"> teacher modeling and repetition audio materials (if available) Resource site: Activities list Online resources 	<ul style="list-style-type: none"> day-to-day practice and time Paired speaking and listening activities
_____	S.6-8.56 Understanding word order of statements and questions Know the meaning of interrogative questions	<ul style="list-style-type: none"> Students will recognize and employ basic word order for statements in Spanish by way of teacher modeling. Students will recognize and use the correct word order for certain parts of speech as modeled by the teacher: adjectives, adverbs and pronouns. Students will recognize that subject pronouns are frequently “understood” in Spanish. 	<ul style="list-style-type: none"> Textbook materials 	<p><i>This material needs to be consistently practiced in student work throughout the year, orally and in writing.</i></p> <ul style="list-style-type: none"> SVO - subject, verb, object forming three kinds of questions: intonation, reversing subject and verb, and utilizing question words asking and answering questions in complete sentences

<p>_____</p>	<p>S.6-8.57</p> <p>Understanding negative construction</p>	<ul style="list-style-type: none"> ● Students will state the two meanings for “no.” ● Students can explain the placement of “not” for negating a verb in the target language. ● Students can apply and demonstrate the rule for the placement of “not” in sentences, orally and in writing. ● Students will ask and answer questions from fellow students and teacher, with teacher modeling. ● Students will recall short stories and statements from fellow students, teacher, and textbook materials. 	<ul style="list-style-type: none"> ● Textbook/teacher: grammar explanation ● All vocabulary throughout the year ● Resource site: 5th grade vocabulary list 	<p><i>This material needs to be consistently practiced in student work throughout the year, orally and in writing.</i></p> <ul style="list-style-type: none"> ● “no” is placed directly in front of the conjugated verb ● all themes ● games ● sentence formation practice ● paragraph writing
<p>_____</p>	<p>S.6-8.58</p> <p>Demonstrating oral proficiency</p>	<ul style="list-style-type: none"> ● Students will speak in the target language for specific practice of vocabulary and grammar skills. ● Students will use the target language to communicate basic needs to the teacher. ● Students will use patterned conversations, questions, and responses with repetition and practice. ● Students will practice and refine pronunciation and intonation with teacher modeling. 	<ul style="list-style-type: none"> ● Textbook speaking exercises ● Audio resources (if available) ● Asking and answering questions ● Resource site: Activities list 	<p><i>To be emphasized and actively practiced throughout the year.</i></p> <ul style="list-style-type: none"> ● Games ● Paired Speaking opportunities ● conversational skits ● reinforce communicating basic needs in Spanish when possible: Puedo ir al baño, Necesito una pluma, etc.

_____	<p>S.6-8.59</p> <p>Reading and comprehending simple written text</p>	<ul style="list-style-type: none"> Students will read aloud with teacher assistance. Students will translate simple written text, short stories, and/or other simple pieces for comprehension and clarity with teacher modeling. Students will discuss and answer questions about short stories with teacher modeling, orally and in writing. 	<ul style="list-style-type: none"> Textbook materials Other books, stories - on a very basic level which relate to the themes being studied 	<ul style="list-style-type: none"> review directions in textbook in written in the target language - reinforce command vocabulary work on pronunciation and intonation skills when reading aloud guide students in learning how to make translations into “good English” - a word for word translation is not always the best use mapping to help students break apart and better understand the story/text in context and in the target language have the students practice answering questions in complete sentences, using the text to help
_____	<p>S.6-8.60</p> <p>Answering questions with complete sentences</p>	<ul style="list-style-type: none"> Students will respond in complete sentences using short, patterned, grammatical structures as a guide, orally and in writing. 	<ul style="list-style-type: none"> Textbook materials Resource site: Activities list 	<ul style="list-style-type: none"> make it a practice to have students respond in complete sentences
_____	<p>S.6-8.61</p> <p>Writing a simple paragraph using correct grammar and appropriate vocabulary</p>	<ul style="list-style-type: none"> Students will write a short paragraph using patterned sentences as a guide and with teacher modeling. Students will ask and answer questions in a theme format both orally and in writing. Students will organize ideas into a good paragraph. 	<ul style="list-style-type: none"> Textbook materials Current themes and vocabulary 	<ul style="list-style-type: none"> suggested to do a minimum of two written projects a year write a “class paragraph” on the board where the entire class can contribute to the completion of the work have students copy “class paragraphs” into their notebooks for reference at a later time put a teacher written example on the board for the students to use as a guide to help them write their own explain how to switch out words in paragraph examples to change the paragraph to reflect what they want to say

				<ul style="list-style-type: none"> • have students do peer editing to check for spelling, grammatical, and punctuation errors in each other's work • have students write a final draft to turn in for a grade - a clean copy • suggestion: Google Classroom (App) is a great way to work on writing project and be able to interact with each student one-on-one
_____	<p>S.6-8.62</p> <p>Identifying and using question words; Recognizing interrogatives</p>	<ul style="list-style-type: none"> • Students will recall and respond in the target language, orally and in writing, to interrogative sentences employing question words. • Students will recall and reproduce simple interrogative statements utilizing question words with some teacher modeling. 	<ul style="list-style-type: none"> • Textbook materials • www.quizlet.com or other online resources • Conjuguemos.com • Blooket.com 	<ul style="list-style-type: none"> • teacher-made charts for students' notes to assist students in identifying and learning the meanings of question words • actively teach students how to form questions (3 ways: intonation, reverse subject/verb, and question words) • reviewed throughout the year as needed
_____	<p>S.6-8.63</p> <p>Expressing likes and dislikes; Understanding the use of gustar</p>	<ul style="list-style-type: none"> • Students will identify and memorize the conjugations for the verb gustar in the present tense. • Students can identify the subject of sentences when using gustar. • Students will express basic likes and dislikes, orally and in writing. • Students will use gustar in context in complete sentences, orally and in writing. 	<ul style="list-style-type: none"> • Teacher/textbook materials 	<ul style="list-style-type: none"> • practice using gustar with different recipients of the action • works well for both the city and food units • stress the possible necessity of identifying "who" likes something in 3rd persons singular and plural (A Maddie le gusta...) • explain the use of emphasis - A mí me gusta...(etc.) • stress that gustar never begins with subject pronouns (yo, tú, etc.)

_____	<p>S.6-8.64</p> <p>Recognizing subject pronouns</p>	<ul style="list-style-type: none"> Students will recall and identify the subject pronouns in the target language, randomly and in order. Students will recall and distinguish between tú and usted through explanation. Students will apply tú and usted correctly. Students can identify vosotros. 	<ul style="list-style-type: none"> Textbook materials www.quizlet.com or other online resources 	<ul style="list-style-type: none"> <i>This material is to be used throughout the year (review).</i>
_____	<p>S.6-8.65</p> <p>Recognizing indirect object pronouns:</p> <ul style="list-style-type: none"> me te le se nos 	<ul style="list-style-type: none"> Students will recall the rule for locating an indirect object pronoun in a sentence. Students will locate the indirect object pronoun in sentences in the target language. Students will identify and memorize the indirect object pronouns in Spanish. Students will recall and compare the indirect objects pronouns with the conjugations for gustar. Students will recognize that sometimes both the indirect object and the indirect object pronoun are used in a sentence for clarification or emphasis. Students can state the rule for placement of the indirect object pronoun in a Spanish sentence. Students will respond using indirect object pronouns in complete sentences with 	<ul style="list-style-type: none"> Textbook materials 	<ul style="list-style-type: none"> you will probably have to review in English how to find an indirect object in a sentence review gustar to help them memorize the indirect object pronouns orally review, often, what indirect object pronouns are in Spanish review often the two possible placements of the indirect object pronoun in a sentence, orally have students highlight or underline indirect objects in written text on the board or in their notes games fill-in-the-blank activities repetition and lots of practice reading, writing, speaking, and listening to familiarize the students with this concept Paired Speaking opportunity

		teacher modeling, orally and in writing.		
_____	S.6-8.66 Identifying diminutive ending -ito, -ita in family context	<ul style="list-style-type: none"> Students will identify the meaning change in words caused by the use of the suffix -ito(a). Students will apply and spell correctly words with the suffix -ito(a). 	<ul style="list-style-type: none"> Teacher/textbook materials 	<i>Usually comes up in regards to family but can be in various places.</i>
_____	S.6-8.67 Recognizing simple interjections (¡Ay!, ¡Oye!, ¡Caramba!)	<ul style="list-style-type: none"> Students can identify simple interjections in speech and in writing. 	<ul style="list-style-type: none"> Teacher/textbook materials 	<i>Used and reviewed throughout the year.</i>
_____	S.6-8.68 Recalling and applying the expression “hay” (haber)	<ul style="list-style-type: none"> Students will recall and use the present tense of haber to ask and answer questions in the target language with teacher modeling. 	<ul style="list-style-type: none"> ¿Cuántos(as) hay? hay.... 	<ul style="list-style-type: none"> works well with city, foods/drink/menu, transportation, and numbers
_____	S.6-8.69 Using verbs followed by an infinitive (tener que, voy a, puedo, quiero)	<ul style="list-style-type: none"> Students can state rule concerning the positioning of two verbs side by side in a sentence. Students can apply the rule concerning the positioning of two verbs side by side in a sentence with teacher modeling. Students will review and recall the present tense conjugation of high frequency irregular verbs. Students will review and recall the use of “Ir a” with a noun 	<ul style="list-style-type: none"> Teacher/textbook materials 6th grade Scope and Sequence curriculum Resource site: 5th grade vocabulary list 	<p><i>This material will fit in best after students have learned to conjugate irregular verbs (city, foods, transportation, sports, and pastimes themes), but much of this content can be used in classroom activities (See 5th grade vocabulary list and 6th grade curriculum).</i></p> <ul style="list-style-type: none"> ¿Adónde vas? Voy a.... ¿Qué vas a comprar, comer, etc.? Voy a.... Puedo comprar.... Quiero comprar, comer, etc.... have students copy “formula” for tener que + infinitive: the underlining

		<p>and an infinitive with teacher modeling.</p> <ul style="list-style-type: none"> Students will ask and answer questions using “Ir a” in the complete sentences with teacher modeling, orally and in writing. Students will ask and answer questions in complete sentences with teacher modeling, orally and in writing. 		<p>signifies that tener must be conjugated according to subject</p>
_____	<p>S.6-8.70</p> <p>Using the present tense for ser, estar, tener, and ir</p>	<ul style="list-style-type: none"> Students will review and demonstrate the conjugations for ser, estar, tener, and ir in the present tense. Students will use ser, estar, tener, and ir in context in complete sentences, orally and in writing. 	<ul style="list-style-type: none"> Teacher/textbook materials www.quizlet.com or other online resources Resource site: Activities list 	<ul style="list-style-type: none"> review with flashcards, charts, textbook grammar illustrations Quizlet and/or flashcards - daily homework practice games - to practice and review conjugations daily 5-minute verb quizzes (See Activities list)
_____	<p>S.6-8.71</p> <p>Identifying possession of nouns with de and implementing</p>	<ul style="list-style-type: none"> Students will recognize the preposition “de” as one way to show possession in Spanish. Students will use “de” to show possession in context in complete sentences, orally and in writing. 	<ul style="list-style-type: none"> All vocabulary throughout the school year Textbook materials 	<p><i>Recall and review throughout the year as appropriate.</i></p> <ul style="list-style-type: none"> ask the students how they would say “John’s house” if they couldn’t use the apostrophe - the house of John use in context answering and asking questions in all units