

**Egg Harbor City Public Schools District**

**World Language Curriculum**

**Grades Pre K – 8**

**July 2012**

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## **Acknowledgements**

Developing the District's World Language Curriculum Guide was an exciting and challenging task that involved teaching professionals dedicated to the children of Egg Harbor City. Many hours of research, discussion, drafting and refinement went into this curriculum guide, the first to present the revised New Jersey Core Curriculum Content Standards, and the first to serve children as young as pre-K in the District. The Egg Harbor City Public Schools gratefully acknowledges the thoughtful contributions and outstanding efforts of the members of the World Language Curriculum Development Team.

## **References**

The American Council on the Teaching of Foreign Languages

New Jersey Core Curriculum Content Standards for World Language

## Introduction

The Egg Harbor City Public Schools World Languages curriculum reflects two important beliefs: that students gain an understanding of and respect for the language, cultural perspectives, practices, and products of different cultures, and that language study provides all learners with a wealth of academic and cognitive benefits. The curriculum will help strengthen students' critical thinking skills through conceptualizing and reasoning as they learn to speak the language and understand the cultural diversity found among the Spanish speaking people and nations of the world. In addition, language study has also been shown to increase performance in core subject areas such as Language Arts literacy, mathematics, science, social studies, visual and performing arts, health, physical education and workplace readiness.

For Spanish heritage learners, those who claim Spanish as their first language, continued study of their native language will strengthen their overall language development in both Spanish and English.

Because all of these benefits have been found to accrue at a faster rate the earlier students begin their language exposure, the Egg Harbor City World Language curriculum presents an articulated, continuous sequence of language instruction beginning in pre-kindergarten and continuing through eighth grade. Instructional techniques and materials involve learners at all levels, from novice to experienced.

Finally, for all students, the curriculum supports the belief that after acquiring a second language, third and fourth languages come more easily. This will provide students with a competitive edge for meaningful, rewarding career choices that demand the ability to communicate in our ever-changing global society.

## Philosophy

Almost daily, new innovations in technology shorten time and distance among nations. Seeing live video from across the world, making international phone calls quickly and easily, and participating in video teleconferences thousands of miles apart are commonplace. However, as United States residents interact even more frequently with our global neighbors, it becomes increasingly important for us to seek an understanding of differences in language, cultural traditions, and religious customs. The World Language curriculum has been designed as a first step in educating children to learn that those who speak languages other than English, and follow customs and traditions unlike those in which they were raised are worthy of study and respect. Our goal is to help the children of Egg Harbor City become citizens who will coexist peacefully with their neighbors and prosper within the global society.

### **Egg Harbor City Public Schools World Language Program Assessment:**

Spanish-language learning skills build from each grade level for novice to mid-range learners, as well as for Heritage learners.

- ◆ By the end of *Pre K* and *Kindergarten* all students will recite the sounds of the Spanish alphabet and recall basic vocabulary to include greetings, numbers, classroom commands, the calendar, and colors.
- ◆ By the end of *First Grade* all students will demonstrate the ability to describe classroom objects, the weather, the body and the house in Spanish. Learners will express a connection or comparison to holidays in Spanish-speaking countries.
- ◆ By the end of *Second Grade* all students will itemize articles of clothing in Spanish and compare costumes in Spanish speaking countries to style and dress in the United States. The learner will recognize action words in Spanish and be able to describe typical student activities.

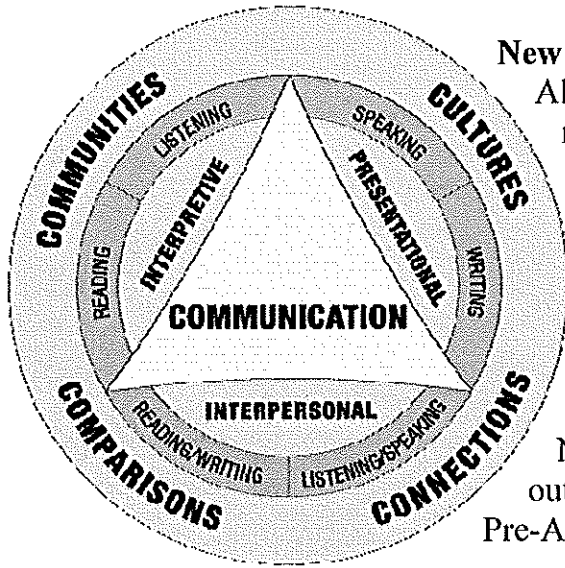
- ◆ By the end of *Third Grade* all students will be able to express greetings, common courtesies when encountering Spanish speakers, as well as likes and dislikes. Learners will be able to compose simple sentences using correct parts of speech and learn vocabulary related to animals.
  
- ◆ By the end of *Fifth Grade* all students will be able to expand their word knowledge with appropriate verb endings, and the grammar of formal and informal endings. Students will identify the Spanish-speaking countries of the world and regions of the United States where Spanish is predominant. Culturally, students will learn about the Día de los Muertos, the Day of the Dead.
  
- ◆ By the end of *Sixth Grade* students will compose short letters and emails to Spanish-speaking pen pals about themselves, their interests and their community. Students will learn about Spanish influences in music, with a study of lyrics, performers and instruments. Students will expand their food vocabulary by a focus on proper nutrition.
  
- ◆ By the end of *Seventh Grade* as students are becoming increasingly aware of themselves as young adults, vocabulary will focus on self-description, lifestyles, and sports. The focus will also be on students' command of basic travel terms.
  
- ◆ By the end of *Eighth Grade* students will recognize vocabulary and concepts related to increasing independence: careers, higher education and personal finance. They will learn about the cultural tradition of the Quinceañera, the Spanish coming of age ceremony. Issues relating to the environment will also be explored.

**Egg Harbor City School District**

**Egg Harbor City, New Jersey 08215**

**World Language Curriculum**

**PreK to Grade 8 Scope and Sequence - Spanish**



**New Jersey Core Curriculum Content Standard 7.1 World Languages:**

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

The Curriculum is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards with performance outcomes geared primarily for Novice to Mid-Level language learners. Differentiation in student performance outcomes will take place with students identified as Novice High, Intermediate Low and Pre-Advanced.

**Terms Used:**

**CPI** = Cumulative Progress Indicator, as mandated by the New Jersey Core Curriculum Content Standards

**Mode** = Three modes of communication as mandated by the New Jersey Core Curriculum Content Standards:

- **Interpretive** - Students understand and interpret through appropriate cultural context spoken and written communication. Interpretation implies the student not only comprehends but is able to read or listen “between the lines.”
- **Interpersonal** – Students engage in direct oral or written communication.
- **Presentational** - Students present, through oral or written communication, concepts and ideas to an audience with whom there is no immediate contact.

**Status** = Stages of learning: introduction, application, mastery.

**TPR** = Total Physical Response

**TLW**= The Learner Will



## PreK

Content Objectives	Student Performance Outcomes	CPI	Mode	Status
<ul style="list-style-type: none"> <li>• Sounds of Spanish</li> </ul>	<p><i>Language</i> – A mode of communication for all people. Intro Spanish through song, rhyming. TLW sing the Spanish alphabet. <i>ABC de colibrí</i>, Alphabet Song.</p>	7.1.	Interpretive/ Interpersonal	Introduce
<ul style="list-style-type: none"> <li>• Express greetings, questions of well-being</li> </ul>	<p>Time of day, Sr. Sra., respond to questions of well being. Buenos días. ¿Cómo estás? Estoy regular, bien, mal.</p>	7.1.	Interpretive/ Interpersonal	Introduce
<ul style="list-style-type: none"> <li>• Follow basic commands</li> </ul>	<p>Teacher will prompt the student to use TPR: Show me, jump, stand or muéstrame, salta, levántate...</p>	7.1	Interpretive/ Interpersonal	Introduce
<ul style="list-style-type: none"> <li>• Musical instruments of the culture</li> </ul>	<p>Introduction to <i>maracas, güiro, palitos, bongos</i>. TLW use instruments to accompany music from Puerto Rico that reflects Taino, Afro, Spanish roots.</p>	7.1	Presentational	Introduce
<ul style="list-style-type: none"> <li>• Numbers 1-15</li> </ul>	<p>Recite, draw, recognize numbers in a pattern. Song: <i>Quince galletas</i>.</p>	7.1	Interpretive/ Interpersonal	Introduce, Apply

## Kindergarten

Content Objectives	Student Performance Outcomes	CPI	Mode	Status
<ul style="list-style-type: none"> <li>Comprehensive review of PreK</li> </ul>	TLW recall alphabet, classroom routine, numbers, musical songs and chants.	7.1	Interpretive/ Interpersonal	Apply
<ul style="list-style-type: none"> <li>The Alphabet</li> </ul>	Recall language sounds through song, chants. <i>Let's Learn Spanish</i> , Coloring Book, images introduce new vocabulary for each letter of the alphabet.	7.1	Interpretive/ Interpersonal	Introduce, Apply
<ul style="list-style-type: none"> <li>Days of the week, months of the year</li> </ul>	Through singing, drawing, daily repetition TLW know the days of the week and months of the year.	7.1	Interpretive/ Interpersonal	Introduce
<ul style="list-style-type: none"> <li>Colors</li> </ul>	<a href="http://www.spanishspanish.com/colors/colors_simon.html">http://www.spanishspanish.com/colors/colors_simon.html</a> Class follows interactive Spanish pronunciation of colors and repeats the pattern as they are called.	7.1	Interpretive/ Interpersonal	Introduce
<ul style="list-style-type: none"> <li>Familiar word pairs</li> </ul>	<a href="http://www.nickjr.com/parenting/parenting_features/spanish-language-learning/index.jhtml">http://www.nickjr.com/parenting/parenting_features/spanish-language-learning/index.jhtml</a> Use a Dora & Diego video to reinforce vocabulary that goes together. Peinilla y cepillo, toallita y jabón. (comb and brush, towel and soap)	7.1	Interpretive/ Interpersonal	Introduce
<ul style="list-style-type: none"> <li>Family</li> </ul>	Begin family vocabulary to include grandparents. Conclude with <i>El sancocho del sábado</i> by Leyla Torres.	7.1	Interpretive/ Interpersonal	Introduce
<ul style="list-style-type: none"> <li>Numbers 15-30</li> </ul>	Numbers to 30. Play <i>bingo</i> to improve listening and interpretive skills.	7.1	Interpretive/ Interpersonal	Introduce

## Grade 1

Content Objectives	Student Performance Outcomes	CPI	Mode	Status
<ul style="list-style-type: none"> <li>Comprehensive review of PreK and Kindergarten</li> </ul>	TLW recite greetings, day and months, numbers 1-30, family members, alphabet, colors.	7.1	Interpretive/ Interpersonal	Apply
<ul style="list-style-type: none"> <li>Classroom vocabulary and routine</li> </ul>	Student will identify objects in the classroom and know classroom rules in Spanish. ¿Me permite ir al baño?, ¿Puedo usar el sacapuntas? Repitan. Levántense. Inform students that it is OK to sound funny, to be brave, and willing to take a risk to learn a foreign language.	7.1	Interpretive/ Interpersonal	Introduce, Apply
<ul style="list-style-type: none"> <li>“We are a team”</li> </ul>	“Somos un equipo.” Discuss classroom rules and handout <i>El arcoiris de respeto</i> . Qualities of honestidad, respeto, humildad are discussed to set a tone for the school year.	7.1	Interpretive/ Interpersonal	Introduce,
<ul style="list-style-type: none"> <li>My body</li> </ul>	TLW gain understanding of body part vocabulary. Extensive use of TPR and Simón Dice exercises to sharpen language recognition abilities.	7.1	Interpretive	Introduce, Apply
<ul style="list-style-type: none"> <li>Opposites</li> </ul>	Grande, chiquito, gordo, flaco. A lesson on descriptive adjectives will tie in to the body. Intro to gender of nouns and adjectives in Spanish. Simple comparison of words ending in “o” are masculine and ending in “a” are feminine.	7.1	Interpretive	Introduce,
<ul style="list-style-type: none"> <li>The house</li> </ul>	Introduction to the rooms of the house to include el jardín, el sótano, el techo. TLW listen to a description of a pet going through the house and trace the correct path it makes. Culture: Compare houses in U.S. to Latin America. Learn vocabulary for hacienda, mansión, casa, rancho. Showcase <i>La Casa Azul</i> , famous house of Frida Kahlo & Diego Rivera in Mexico City, Ciudad de México, D. F.	7.1	Interpretive/ Interpersonal	Introduce

<ul style="list-style-type: none"> <li>• Numbers 31-60</li> </ul>	<p>Continue work with numbers. TLW can manipulate numbers 1-60. Perform simple math. Play bingo to reinforce.</p>	7.1	Interpretive/ Interpersonal	Introduce
<ul style="list-style-type: none"> <li>• The Weather</li> </ul>	<p>¿Qué tiempo hace? Hace sol, viento, frío, calor. TLW be able to describe the weather. Student will volunteer to “report” the weather. Class to illustrate a five day weather report and label in Spanish.</p>	7.1	Interpersonal/ Presentational	Introduce

## Grade 2

Content Objectives	Student Performance Outcomes	CPI	Mode	Status
<ul style="list-style-type: none"> <li>Comprehensive review of PreK, Kindergarten and Grade 1</li> </ul>	TLW recite greetings, numbers 1-60, family members, alphabet, colors, the house. TLW respond to TPR prompts using parts of the body.	7.1	Interpretive/ Interpersonal	Apply
<ul style="list-style-type: none"> <li>Classroom routine</li> </ul>	TLW be introduced to use of TPR and the simple commands: Stand up. Sit down. Stretch your left/right arm over the head.	7.1	Interpretive/ Presentational	Introduce, Apply
<ul style="list-style-type: none"> <li>The Weather</li> </ul>	A review of the weather will use song <i>¿Qué tiempo hace hoy?</i> to aid recall of weather vocabulary. Velour hand puppets prompt student to elicit correct weather expression in Spanish.	7.1	Interpretive	Introduce, Apply
<ul style="list-style-type: none"> <li>Evento Cultural: <i>La cueva de las manos, Argentina</i></li> </ul>	Using tempera paints and water, TLW make handprint images similar to ones in the caves of Argentina.	7.1	Presentational	Introduce
<ul style="list-style-type: none"> <li>Introduce action words: verbs and their function in language and expression</li> </ul>	Vocabulary related to student activities like riding a bicycle, swimming, singing, eating, and running will be learned.	7.1	Interpretive/ Interpersonal	Introduce
<ul style="list-style-type: none"> <li>The Spanish alphabet and accent marks</li> </ul>	TLW gain an understanding of how letters in Spanish are stressed through use of accent marks.	7.1	Interpretive/ Interpersonal	Introduce, Apply
<ul style="list-style-type: none"> <li>Clothing</li> </ul>	TLW identify items of clothing and review colors through TPR. Teacher will have a suitcase of clothing and students will fold and pack using the vocabulary.	7.1	Interpretive/ Presentational	Introduce
<ul style="list-style-type: none"> <li>Foods: La cocina mexicana</li> </ul>	TLW begin to identify food items that culminate in a study of typical Mexican menu items.	7.1	Interpretive	Introduce, Apply

### Grade 3

Content Objectives	Student Performance Outcomes	CPI	Mode	Status
<ul style="list-style-type: none"> <li>Express greetings, questions of well-being, leave taking.</li> </ul>	Student will introduce himself...Me llamo.... Use time of day in greetings...Buenos días, tardes... Take leave of someone...Hasta luego, pronto Teach using TPR, role play, choral response, video. Compare greeting in U.S. to Spain, brushing a kiss on both cheeks.	7.1	Interpersonal, Interpretive	Introduce, Apply
<ul style="list-style-type: none"> <li>Classroom Routine</li> </ul>	Operational expressions: ¿Me permite ir al baño? Teacher cues: Repitan. Levántense las manos. Abran sus libros.	7.1	Interpersonal	Introduce, Apply
<ul style="list-style-type: none"> <li>The Spanish Alphabet</li> </ul>	An introduction to the sounds of Español. A,e,i,o,u, ñ, rr, and tilde. Language as communication. Connect famous people in history to the Spanish language; they too speak/spoke Spanish. (Hispanic Heritage Month 9/15-10/15) TLW recite the Spanish alphabet.	7.1	Interpersonal, Presentational	Introduce, Apply
<ul style="list-style-type: none"> <li>Grammar usage: Simple sentence</li> </ul>	Introduce the simple sentence: nombres, verbos y adjetivos. Similar to English.	7.1	Interpretive	Introduce
<ul style="list-style-type: none"> <li>Classroom Objects</li> </ul>	Escritorio, maestra, alumnos, pizarra, lapiz, libro.			
<ul style="list-style-type: none"> <li>Numbers 1-31</li> </ul>	To coincide with total days of the month, telephone numbers, simple addition, ej. <i>Dos más cuatro son seis.</i> (interdisciplinary)	7.1	Interpersonal	Introduce
<ul style="list-style-type: none"> <li>Colors</li> </ul>	Connect use of colors as adjectives. Begin to describe the color of classroom objects. Review simple greetings and expressions of well-being.	7.1	Interpretive	Introduce, Apply
<ul style="list-style-type: none"> <li>Colors</li> </ul>	Connect use of colors as adjectives. Begin to describe the color of classroom objects. Review simple greetings and expressions of well-being.	7.1	Interpersonal	Introduce
<ul style="list-style-type: none"> <li>The body</li> </ul>	Begin learning parts of the body: pierna, estomago, brazo, mano, cabeza. Teacher uses TPR and appropriate rhyming music. TLW use verbs “tener” and “doler” to express wellness: Me duele...or Tengo dolor de...	7.1	Interpersonal	Introduce

• Days, months, seasons	Students will learn vocabulary related to calendar and change of seasons.	7.1	Interpersonal, Interpretive	Introduce
• Animals	TPR introduction to the farm, pets, zoo. Compare and contrast to tropical countries and what kinds of animals inhabit rainforest-type climates.	7.1	Interpersonal	Introduce
• Expression of likes, dislikes, Preferences	The use of <i>gustar</i> to express likes and dislikes. TLW be introduced to negation as in <i>No me gusta...</i> Scaffold animals lesson to express which animals the learner likes or dislikes. Singular/plural can be covered in this unit: <i>Me gustan los perros.</i>	7.1	Interpersonal, Interpretive	Introduce

## Grade 4

Content Objectives	Student Performance Outcomes	CPI	Mode	Status
<ul style="list-style-type: none"> <li>Comprehensive review of Grade 3</li> </ul>	Greetings, Spanish grammar/pronunciation, wellness, classroom objects, the calendar, animals.	7.1	Interpersonal, Interpretive	Apply, Mastery
<ul style="list-style-type: none"> <li>Question words</li> </ul>	Introduction to ¿Qué?, ¿Cómo?, ¿Cuándo?, ¿Por qué? How to construct questions in Spanish.	7.1	Interpersonal, Interpretive	Introduce
<ul style="list-style-type: none"> <li>Dates, birthdays</li> </ul>	Teacher will segway into student birthdays and how to write and say the date.	7.1	Interpersonal, Interpretive	Introduce, Apply
<ul style="list-style-type: none"> <li>Verb structures and subject pronouns in Spanish</li> </ul>	-ar,-er, -ir verbs and the use of yo, tú, usted, él, ella.	7.1	Interpretive	Introduce
<ul style="list-style-type: none"> <li>Numbers 32-500</li> </ul>	Multiplication table practice (interdisciplinary). Play Bingo to practice and motivate.	7.1	Interpersonal, Interpretive	Introduce
<ul style="list-style-type: none"> <li>Food vocabulary</li> </ul>	Include a review of colors, singular/plural. Integrate the topic of nutrition and eating a balanced diet. TLW design a balanced meal and draw/color on a plate handout. Culture: Compare American foods to Hispanic country of choice. Group: How to set the table and use good table manners.	7.1	Interpersonal, Interpretive	Introduce
<ul style="list-style-type: none"> <li>Family</li> </ul>	Vocabulary: family members. Integrate question words: ¿Cuántos hermanos tienes? Tengo un hermano y dos hermanas.	7.1	Interpersonal, Interpretive	Introduce
<ul style="list-style-type: none"> <li>Holiday traditions</li> </ul>	Compare contrast Christmas, Hanukkah, Kwanzaa holidays and New Year to Hispanic ones.	7.1	Interpersonal, Interpretive	Introduce
<ul style="list-style-type: none"> <li>Weather</li> </ul>	The verb <hacer> and how to describe weather activity. Complete expressions for all weather situations. Watch authentic weather reports. Create a five day weather outlook as seen in <i>El Diario</i> .	7.1	Interpersonal, Interpretive	Introduce



## Grade 5

Content Objectives	Student Performance Outcomes	CPI	Mode	Status
<ul style="list-style-type: none"> <li>Review Grades 3, 4</li> </ul>	Greetings, numbers, family, animals, calendar, verbs, subject pronouns, adjectives, colors, food.	7.1	Interpersonal, Interpretive	Apply
<ul style="list-style-type: none"> <li>Introduce regular –ar verbs</li> </ul>	Viajar, estudiar, cantar, jugar. Learn present tense – ar endings.	7.1	Interpersonal	Introduce
<ul style="list-style-type: none"> <li>Geography: Spanish-speaking countries and U.S. regions.</li> </ul>	Review countries and U.S. regions where Spanish is spoken. Vocabulary related to maps and countries: mapa, país, estado de ____, Estados Unidos, lengua, gente, países de habla hispana.	7.1	Interpersonal	Introduce, Apply
<ul style="list-style-type: none"> <li>Hispanic Heritage: ¡Béisbol!</li> </ul>	Compare sport in Caribbean countries to U.S. Showcase famous players: <i>Roberto Clemente</i> , <i>Sammy Sosa</i> , Phillies, Mets, Yankees Latino players.	7.1	Interpersonal, Interpretive	Introduce, Apply
<ul style="list-style-type: none"> <li>Day of the Dead</li> </ul>	Examine customs in Mexico and treatment of death and the afterlife. Create an ofrenda in class. See video of authentic traditions.	7.1	Interpersonal, Interpretive, Presentational	Introduce, Apply
<ul style="list-style-type: none"> <li>The House</li> </ul>	Vocabulary: rooms of the house. Discuss what makes a house a home. Casa vs. hogar. Compare to house and upbringing of author/painter <i>Carmen Lomas Garza</i> , Chicana, who grew up in Southern Texas.	7.1	Interpersonal	Introduce, Apply
<ul style="list-style-type: none"> <li>The formal/informal usted/tú forms</li> </ul>	Include singular and plural forms and when to use.	7.1	Interpersonal, Interpretive	Introduce, Apply
<ul style="list-style-type: none"> <li>Short readings-Cultural</li> </ul>	Use graphic organizers to review readings. Comprehension questions and class discussions. Consider <i>Francisco Jimenez, Ph.D.</i> , Santa Clara U., migrant farm worker as a child, children’s author. <i>Cajas de cartón</i>	7.1	Interpersonal, Interpretive	

## Grade 6

Content Objectives	Student Performance Objectives	CPI	Mode	Status
<ul style="list-style-type: none"> <li>• Review Grades 3, 4, 5</li> </ul>	Comprehensive review to recall and review Spanish speaking and auditory skills.	7.1	Interpersonal, Interpretive	Apply
<ul style="list-style-type: none"> <li>• Electronic email</li> </ul>	Discuss computer vocabulary: raton, computadora, correo electrónico. Practice writing skills by composing prototype email sample to a new pen pal in a Spanish-speaking country. Email to contain prescribed components.	7.1	Interpersonal, Interpretive	Introduce, Apply
<ul style="list-style-type: none"> <li>• Hispanic Heritage: Famous singers: <i>Celia Cruz, Gloria Estefan</i></li> </ul>	Two famous singers and their connection to Cuba. A short study of the island of Cuba, foods, government and why the U.S. does not trade with Cuba. Little Havana in Miami, FL, a U.S. concentration of Cuban immigrants.	7.1	Interpretive	Introduce
<ul style="list-style-type: none"> <li>• Proper Nutrition</li> </ul>	By way of the USDA Food Pyramid, student will Review food vocabulary to construct Mi Piramide or My Food Pyramid. Instructional materials in Spanish from <a href="http://www.mypyramid.gov/sp-index.html">http://www.mypyramid.gov/sp-index.html</a>	7.1	Interpersonal, Interpretive, Presentational	Introduce, Apply
<ul style="list-style-type: none"> <li>• Jobs/Careers</li> </ul>	Examine the vocabulary for careers: cartero, enfermera, medico, profesor. What do you want to be? Introduce ser/estar and their differences.	7.1	Interpretive	Introduce, Apply
<ul style="list-style-type: none"> <li>• Introduce –er, -ir verbs</li> </ul>	Present tense conjugations of verbs escribir, correr.	7.1	Interpersonal, Interpretive	Introduce, Apply

## Grade 7

Content Objectives	Student Performance Outcomes	CPI	Mode	Status
<ul style="list-style-type: none"> <li>Review Grades 3,4,5,6</li> </ul>	Recall learned Spanish grammar.	7.1	Interpersonal, Interpretive	Introduce, Apply
<ul style="list-style-type: none"> <li>Hispanic Heritage: <i>Sandra Cisneros</i></li> </ul>	<i>La Casa en Mango Street</i> : Review author's work in English. TLW compare their lives to characters in story. Traditions, feelings, values vocabulary examined in Spanish.	7.1.	Interpersonal, Interpretive	Introduce, Apply
<ul style="list-style-type: none"> <li>People &amp; Personality</li> </ul>	Focus on adjectives that describe us. Group activity: describe a person and class guesses who it is. Color exercise. What colors we like describe our personalities.	7.1	Interpersonal, Interpretive	Introduce, Apply
<ul style="list-style-type: none"> <li>Clothing – Shopping</li> </ul>	Take a trip to the (virtual) mall. Buy shoes in the shoe store. Cultural: Stores in Spanish-speaking countries cater to specific things: Zapateria, juguetería, librería. <a href="http://www.elcorteingles.com">www.elcorteingles.com</a> Go to El Corte Ingles, Spain's department store, on the internet. Buy items within a budget. Convert price of items in euros to dollars.	7.1	Interpersonal, Interpretive	Introduce, Apply
<ul style="list-style-type: none"> <li>Activities/Lifestyle</li> </ul>	Examine a healthy lifestyle and activities students like to do. Sports: Los deportes.	7.1	Interpersonal, Interpretive	Introduce, Apply
<ul style="list-style-type: none"> <li>Places in the city</li> </ul>	Examine a typical Hispanic town and know la biblioteca, el ayuntamiento, el parque, la plaza. Compare our towns to towns in South American countries: el zócalo, o centro de la ciudad.	7.1	Interpersonal, Interpretive	Introduce, Apply
<ul style="list-style-type: none"> <li>Prepositions of location</li> </ul>	Connecting words of location like encima de, en frente de, al lado de. Students will examine street map of a Spanish-speaking town and learn how to give and follow directions.	7.1	Interpersonal, Interpretive	Introduce, Apply

## Grade 8

Content Objective	Student Performance Outcomes	CPI	Mode	Status
<ul style="list-style-type: none"> <li>Review Grades 3,4,5,6,7</li> </ul>	Recall learned Spanish grammar.	7.1.	Interpersonal, Interpretive	Apply, Mastery
<ul style="list-style-type: none"> <li>Feelings/emotions</li> </ul>	A review of <i>ser</i> and <i>estar</i> by describing emotions.	7.1	Interpersonal, Interpretive	Introduce
<ul style="list-style-type: none"> <li>The near future/careers</li> </ul>	Introduce <i>ir+infinitive</i> to describe the near future. Tie in to career vocabulary and what students want to do after high school.	7.1	Interpersonal, Interpretive	Introduce
<ul style="list-style-type: none"> <li>Hispanic Heritage: <i>Diego Rivera, Artist</i></li> </ul>	Interdisciplinary: Mexican history, mural art, life with Frida Kahlo. Class to create a mural. Hang in hallway	7.1	Interpersonal, Interpretive, Presentational	Introduce, Apply
<ul style="list-style-type: none"> <li>Personal finances</li> </ul>	Bank related vocabulary: banco, chequera, ahorrar.	7.1	Interpersonal, Interpretive	Introduce
<ul style="list-style-type: none"> <li>Qualities of a good person</li> </ul>	Further study of adjectives that describe people. Students will be reminded of those qualities they need to strive for in their lives.	7.1	Interpersonal, Interpretive	Introduce
<ul style="list-style-type: none"> <li>Coming of Age: <i>La quinceañera</i></li> </ul>	History & tradition of young woman in Latin American countries coming of age. List the activities that take place, the attendants, the food; compare with Venn diagram festivities in P.R. and México, Perú.	7.1	Interpersonal, Interpretive, Presentational	Introduce
<ul style="list-style-type: none"> <li>Modern Latinos in U.S. government: <i>Sotomayor, Villaraigosa</i></li> </ul>	Government career opportunities and two famous people who serve the Supreme Court and the City of Los Angeles.	7.1	Intrepretive	Introduce
<ul style="list-style-type: none"> <li>The environment and global warming</li> </ul>	Students are the stewards of the earth. Examine connection to rainforest conservation, products of the rainforest and Indigenous cultures.	7.1	Interpersonal, Interpretive	Introduce

• 8th grade Virtual Vacation	Students will create a trip itinerary within a set budget detailing transportation, lodging and meals to an international destination of their choosing.	7.1	Interpersonal, Interpretive Presentational	Introduce, Apply
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