

MALVERNE PUBLIC SCHOOLS

FOREIGN LANGUAGE DEPARTMENT CURRICULUM REVISION DRAFT

Subject: Spanish 1(7th grade)

Textbook: Realidades 1

Quarter 1:

Weeks	Aims Objectives Performance Indicators	Outline – Key Activities	Related Supplementary Materials	Additional/Parallel Resources /Vocabulary Cultural/Web Links
1-10	<ul style="list-style-type: none"> • Students will be able to identify and pronounce the Spanish alphabet. • Students will greet people at different times of the day in Spanish. • Students will be able to say their name and birthday in Spanish. • Students will be able to count to 2,000 in Spanish. • Students will be able to read a Spanish calendar and understand the cultural differences. • Students will be able to identify the date, the season, and the weather in Spanish. • Students will be able to talk to about personality traits and use adjectives to describe other people. • Students will be able to conjugate the verb ser. • <i>Aims:</i> 	<p><u>Para Empezar (Preview)</u> <u>Vocabulary</u></p> <ul style="list-style-type: none"> • The Spanish Alphabet • Greetings • Numbers • Days of the Week • Months of the Year • Seasons • The Calendar • Weather • Adjectives <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Ser • Interrogatives 	<p>p. 12 p. 2 p.7 p. 14 p.14 p. 18 p. 16 p. 18 p. 50-51</p> <p>p. 54,158 p.184</p>	<p>Worksheets</p> <p>Workbook: pgs 1,2,7,8,9,12,24,23</p> <p>Guided Practice Activities: pgs 1,2,7,9,8,19,20,21,22,4 3,44,46,48,72,73,111, 112</p> <p>www.PHSchool.com</p> <p>www.studyspanish.com</p> <p>www.studystack.com</p> <p>www.Quia.com</p> <p>www.weather.com/espanol</p>

	<ol style="list-style-type: none">1. <i>¿Cómo se dice el alfabeto?</i>2. <i>¿Cómo estás?</i>3. <i>¿Cómo te llamas?</i>4. <i>¿Cuál es la fecha hoy?</i>5. <i>¿Qué tiempo hace hoy?</i>6. <i>¿Cómo eres?</i>			
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Quarter 2:

Weeks	Aims Objectives Performance Indicators	Outline – Key Activities	Related Supplementary Materials	Additional/Parallel Resources /Vocabulary Cultural/Web Links
11-20	<ul style="list-style-type: none"> • Students will be able to identify colors in Spanish. • Students will be able to identify classroom objects and commands. • Students will be able to identify definite and indefinite articles. • Students will be able to identify school subjects and schedules. • Students will be able to understand school cultural differences. • Students will be able to talk about more than one person or object. • Students will be able to tell time in Spanish. • Students will be able to express their likes and dislikes. • Students will be able to conjugate –ar verbs. • <i>Aims:</i> 	<p><u>Capítulos 1 y 2</u> <u>Vocabulary</u></p> <ul style="list-style-type: none"> • Colors • Classroom Objects • Classroom Commands • Time • Ordinal Numbers • Activities <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Gustar • -Ar Verbs • Indefinite/Definite Articles • Singular vs. Plural 	<p>p. 10,100 p. 6 p. 8 p.74 p.26-27</p> <p>p.30 p.84 p.11 p.110</p>	<p>Worksheets</p> <p>Workbook: pgs 4,6,10,13,14,15,16,18,19,20,21,26,27,28,30,31,32,33,40,45</p> <p>Guided Practice Activities: pgs 5,11,15,16,25,29,30,31,34,37,53,59,62,65,66</p>

1. *¿Cuál es tu color favorito?*
2. *¿Qué hay en tu clase?*
3. *¿Qué hora es?*
4. *¿Qué clases tienes?*
5. *¿Qué te gusta hacer?*

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Quarter 3:

Weeks	Aims Objectives Performance Indicators	Outline – Key Activities	Related Supplementary Materials	Additional/Parallel Resources /Vocabulary Cultural/Web Links
21-30	<ul style="list-style-type: none"> • Students will be able to identify places in the community. • Students will be able to identify prepositions in Spanish. • Students will be able to conjugate the verb estar. • Students will be able to identify feelings associated with estar. • Students will be able to identify differences between ser and estar. • Students will be able to identify sports. • Students will be able to identify cultural differences in sports. • Students will be able to conjugate –er and –ir verbs in the present tense. • <i>Aims:</i> <i>1. ¿Dónde está el campo de fútbol?</i> 	<p><u>Capítulos 3 y 4</u> <u>Vocabulary</u></p> <ul style="list-style-type: none"> • Places in the community • Prepositions • Feelings • Sports <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Conjugate Estar • Ser vs. Estar • Conjugate Jugar • -ER and -IR Verbs • Ir in the present tense 	<p>p.172,173 p.108 p. 218 p.202</p> <p>p.107 p.107 p.208 p.132 p.180</p>	<p>Worksheets</p> <p>Workbook: pgs 41,42,53,70,76,78,82</p> <p>Guided Practice Activities: pgs 75,76,77,78,93,94,121, 122,125,126,133,139</p> <p>www.PHSchool.com</p> <p>www.studyspanish.com</p> <p>www.studystack.com</p> <p>www.Quia.com</p>

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| | <p>2. <i>¿Adónde vas?</i></p> <p>3. <i>¿Qué deportes hay en tu escuela?</i></p> <p>4. <i>¿Cómo cambia verbos de -er y -ir?</i></p> <p>5. <i>¿Cómo estás?</i></p> | | | |
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Quarter 4:

Weeks	Aims Objectives Performance Indicators	Outline – Key Activities	Related Supplementary Materials	Additional/Parallel Resources /Vocabulary Cultural/Web Links
31-40	<ul style="list-style-type: none"> • Students will be able to identify parts of the body. • Students will be able to identify foods in Spanish. • Students will be able to talk about foods of Spanish-Speaking countries. • Students will be able to talk about eating healthy and exercise choices. • Students will be able to conjugate –go verbs and stem-changing verbs in the present tense. (tener) • <i>Aims:</i> <ol style="list-style-type: none"> 1. <i>¿Cómo es su cuerpo?</i> 2. <i>¿Qué comes y bebes?</i> 3. <i>¿Cuál es la diferencia entre comida hispana y americana?</i> 4. <i>¿Qué comida es buena para la salud?</i> 	<p><u>Capítulos Para Empezar y 3 y 4</u></p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Parts of the Body • Food <p><u>Grammar</u></p> <ul style="list-style-type: none"> • -Go Verbs • Stem-Changing Verbs (tener) 	<p>p. 9 p.144,168</p> <p>p.228</p>	<p>Worksheets</p> <p>Workbook: pgs 5,49,50,51,52,56,57,58, 59,60,64,66</p> <p>Guided Practice Activities: pgs 89,90,91,92,159,160</p> <p>www.PHSchool.com</p> <p>www.studyspanish.com</p> <p>www.studystack.com</p> <p>www.Quia.com</p>

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MALVERNE PUBLIC SCHOOLS

FOREIGN LANGUAGE DEPARTMENT CURRICULUM REVISION DRAFT

Subject: Spanish 1(8th grade)

Textbook: Realidades 1

Quarter 1:

Weeks	Aims Objectives Performance Indicators	Outline – Key Activities	Related Supplementary Materials	Additional/Parallel Resources /Vocabulary Cultural/Web Links
1-4 (Review of 7 th Grade)	<ul style="list-style-type: none"> Students will be able to identify members and ages of the family. Students will be able to talk about cultural celebrations and parties. Students will be able to use possessive adjectives. Students will be able to identify rooms and parts of the house. Students will be able to conjugate poder and dormir. Students will be able to talk about household chores. Students will be able to conjugate “tener que” and “ir a.” <i>Aims:</i> 	<p><u>Capítulos 5 y 6</u></p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Family Parties/Celebrations House and Home <p><u>Grammar</u></p> <ul style="list-style-type: none"> Possessive adjectives Present tense of Poder and Dormir Tener + que and Ir + a 	<p>p. 222</p> <p>p. 223</p> <p>p.272</p> <p>p.232</p> <p>p. 284</p> <p>p. 206</p>	<p>Worksheets</p> <p>Workbook: pgs 80,81,85,86,87,88,90,9 1,93,106,109,111,112, 114</p> <p>Guided Practice Activities: pgs 149,150,151,152,153, 155,156,158,160,161, 163</p> <p>www.PHSchool.com</p> <p>www.studyspanish.com</p> <p>www.studystack.com</p> <p>www.Quia.com</p>

	<p><i>1. ¿Cómo es tu familia?</i> <i>2. ¿Cómo son las fiestas españolas?</i> <i>3. ¿Cuántos hermanos tiene?</i> <i>4. ¿Qué es una quinina?</i> <i>5. ¿Cómo es tu casa?</i> <i>6. ¿Cuáles quehaceres haces en tu casa?</i></p>			
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FOREIGN LANGUAGE DEPARTMENT CURRICULUM REVISION DRAFT

Subject: Spanish 1(8th grade)

Textbook: Realidades 1

Quarter 2:

Weeks	Aims Objectives Performance Indicators	Outline – Key Activities	Related Supplementary Materials	Additional/Parallel Resources /Vocabulary Cultural/Web Links
11-20	<ul style="list-style-type: none"> • Students will be able to identify clothing items. • Students will be able to use demonstrative adjectives. • Students will be able to use the present progressive. • Students will be able to use regular –ar verbs in the preterite. • Students will be able to conjugate the verb doler. • Students will be able to identify words pertaining to sickness and health. • Students will be able to talk about going to the doctor. • Students will be able to use direct object pronouns. • <i>Aims:</i> <ol style="list-style-type: none"> 1.¿Qué ropa te gusta? 2.¿Qué es esto? 3.¿Cómo cambia el verbo en el presente 	<p align="center"><u>Capítulo 6 y 7</u> <u>Vocabulary</u></p> <ul style="list-style-type: none"> • Clothing • Sickness and Health <p align="center"><u>Grammar</u></p> <ul style="list-style-type: none"> • Demonstrative Adjectives • Present Progressive • Preterite of –ar Verbs • Direct object Pronouns 	<p>p.322-323</p> <p>p.332</p> <p>p.308</p> <p>p.354</p> <p>p.360</p>	<p>Worksheets</p> <p>Workbook: 117,123,124,125,126,127,129,130</p> <p>Guided Practice Activities: pgs 209,210,213,214,215,216,219,220,221,222</p> <p>www.PHSchool.com</p> <p>www.studyspanish.com</p> <p>www.studystack.com</p> <p>www.Quia.com</p>

	<p><i>progresivo?</i></p> <p><i>4. ¿Cómo hablas en el pasado?</i></p> <p><i>5. ¿Cómo te sientes?</i></p> <p><i>6. ¿Qué te duele?</i></p>			
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Quarter 3:

Weeks	Aims Objectives Performance Indicators	Outline – Key Activities	Related Supplementary Materials	Additional/Parallel Resources /Vocabulary Cultural/Web Links
31-40	<ul style="list-style-type: none"> • Students will be able to describe movies and television programs. • Students will be able to identify museum vocabulary. • Students will be able to talk about knowing people and knowing how to do things. (conocer vs. saber) • Review for Proficiency Exam • <i>Aims:</i> <ol style="list-style-type: none"> 1. <i>¿Cuál es tu programa de television favorito?</i> 2. <i>¿Cuáles son los tipos de películas?</i> 3. <i>¿Qué hay en el museo?</i> 4. <i>¿Qué es la diferencia de conocer y saber?</i> 	<p align="center"><u>Capítulo 9</u> <u>Vocabulary</u></p> <ul style="list-style-type: none"> • Movies and TV • Museum <p align="center"><u>Grammar</u></p> <ul style="list-style-type: none"> • Saber vs. Conocer 	<p>p.426,427</p> <p>p.460</p>	<p>Worksheets</p> <p>Workbook: 157,158,160,165,171</p> <p>Guided Practice Activities: pgs 281,282,283,284,301, 302</p> <p>www.PHSchool.com</p> <p>www.studyspanish.com</p> <p>www.studystack.com</p> <p>www.Quia.com</p>