

7<sup>th</sup> Grade Curriculum Map  
 School Year 2009-2010  
 Created by Mrs. Hannah  
 World Language/Spanish (1<sup>st</sup> year)

Term 1				
Month	September			
	Week 1	Week 2	Week 3	Week 4
<b>Essential Questions</b>	What are some handy words that can be learned immediately? When the class is taught completely in Spanish, how much can a student understand?	How quickly can we learn the days of the week? What is the big difference of teaching the days of the week, other than its translation? What are the items in my surroundings called in Spanish?	How can we describe the items learned more descriptive? What are the names of other everyday objects around us?	How much have we learned so far?
<b>Related Literature</b>	Handouts, books and tapes will be used to enhance and reference material taught.			
<b>Content</b>	<ul style="list-style-type: none"> <li>• Learn handy words such as               <ul style="list-style-type: none"> <li>- bathroom</li> <li>- raise your hand</li> <li>- very good silence</li> <li>- listen -water</li> <li>- nurse -repeat</li> <li>- rules</li> </ul> </li> <li>• Introduction               <ul style="list-style-type: none"> <li>- My name is</li> <li>- I am from..</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Learn the days of the week</li> <li>• Numbers 1-20</li> <li>• Objects in the classroom such as:               <ul style="list-style-type: none"> <li>- chalkboard</li> <li>- student's desk</li> <li>- wastebasket</li> <li>- desk -chair</li> <li>- door -light</li> <li>- computer -eraser</li> <li>- map -flag</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Objects in the classroom such as:               <ul style="list-style-type: none"> <li>- chalk</li> <li>- clock</li> <li>- wall</li> <li>- globe</li> <li>- window</li> <li>- pencil</li> <li>- paper</li> <li>- ruler</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Each student will draw a map and give information about a Spanish speaking country.</li> <li>• Students will work as a group reviewing all the vocabulary words in games such as:               <ul style="list-style-type: none"> <li>- Hangman</li> <li>- Tic-Tac-Toe</li> <li>- Matching cards etc.</li> </ul> </li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Build confidence as the disciplinary rules are being stressed in class.</li> <li>• Be able to introduce oneself</li> </ul>	<ul style="list-style-type: none"> <li>• Identify items around them</li> <li>• As preparation to the real world, students will learn how to give out a phone number</li> </ul>	<ul style="list-style-type: none"> <li>• Increase vocabulary so that they can express themselves.</li> <li>• Introduce the adjective of "Tener" to describe their bag packs.</li> <li>• Encouraged to find 5 new words using the Spanish/English dictionary</li> </ul>	Review
<b>Assessment</b>	Encourage students to review vocabulary words daily and to read aloud in Spanish. Also various games are played to practice speaking Spanish such as matching cards, crossword puzzles etc.			

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Term 1				
October				
Month	Week 1	Week 2	Week 3	Week 4
<b>Essential Questions</b>	When you hear the word “family”, what do you think of?	What are the special names that we can show that we care? Does the entire class have more brother or sister? Let’s graph it.	How can we include everything that we have learned so far? How can we say, “my sister has 3 pencils?”	How much have we learned so far?
<b>Related Literature</b>				
<b>Content</b>	<ul style="list-style-type: none"> <li>• Learn names of family members such as:               <ul style="list-style-type: none"> <li>- mother (step-mother)</li> <li>- father (step-father)</li> <li>- brother (step-brother)</li> <li>- sister (step-sister)</li> <li>- parents</li> <li>- grandparents</li> <li>- great-grand parents</li> <li>- cousin</li> <li>- uncle</li> <li>- aunt</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• My brother, sister, mother etc.</li> <li>• Introduce and use <b>how many</b> and <b>who</b> as part of their vocabulary.</li> <li>• Draw family tree up-to great-grandparents and learn how to identify each branch in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn how to put all their vocabulary words by learning:               <ul style="list-style-type: none"> <li>- My ....</li> <li>- Has....</li> <li>- Does not have .....</li> <li>- Who is....</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The students will create their family tree, identifying all its branches in Spanish.</li> <li>• Students will work as a group reviewing all the vocabulary words in games such as:               <ul style="list-style-type: none"> <li>- Hangman</li> <li>- Tic-Tac-Toe</li> <li>- Matching cards etc.</li> </ul> </li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Learn how to refer to your family members in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• Begin building sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Begin building more meaningful sentences</li> <li>• Encouraged to find 5 new words using the Spanish/English dictionary</li> </ul>	Review
<b>Assessment</b>	Encourage students to review vocabulary words daily and to read aloud in Spanish. Also various games are played to practice speaking Spanish such as matching cards, crossword puzzles etc.			

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<b>Term 1</b>				
<b>Month</b>	<b>November- Beg of December</b>			
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>
<b>Essential Questions</b>	What are today's latest trend?	What other things do we wear?	How can we describe some of these things?	How much have we learned so far?
<b>Related Literature</b>				
<b>Content</b>	<ul style="list-style-type: none"> <li>• Students will learn clothing garments such as:               <ul style="list-style-type: none"> <li>- blouse            -pants</li> <li>- shirt             -socks</li> <li>- underwear      -jacket</li> <li>- gloves           -scarf</li> <li>-</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Expand students vocabulary by adding the following vocabulary words:               <ul style="list-style-type: none"> <li>- skirt             -stockings</li> <li>- dress            -sweater</li> <li>- bra               -hat</li> <li>- belt              -shorts</li> <li>- bathing suit</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Objects adjectives such as:               <ul style="list-style-type: none"> <li>- long</li> <li>- short</li> <li>- big</li> <li>- small</li> </ul> </li> <li>• Expand on sentence structure by asking, what do you have? And students would response appropriately with "I have a red long shirt".</li> </ul>	<ul style="list-style-type: none"> <li>• Each student will do a fashion show.</li> <li>• Students will work as a group reviewing all the vocabulary words in games such as:               <ul style="list-style-type: none"> <li>- Hangman</li> <li>- Tic-Tac-Toe</li> <li>- Matching cards etc.</li> </ul> </li> </ul>
<b>Skills</b>		<ul style="list-style-type: none"> <li>• Identify items around them</li> </ul>	<ul style="list-style-type: none"> <li>• Increase vocabulary so that they can express themselves in a real-world.</li> <li>• Encouraged to find 5 new words using the Spanish/English dictionary</li> </ul>	Review
<b>Assessment</b>	Encourage students to review vocabulary words daily and to read aloud in Spanish. Also various games are played to practice speaking Spanish such as matching cards, crossword puzzles etc.			

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Term 2				
December				
Month	Week 1	Week 2	Week 3	Week 4
<b>Essential Questions</b>	What are some handy words that can be learned immediately? When the class is taught completely in Spanish, how much can a student understand?	How quickly can we learn the days of the week? What is the big difference of teaching the days of the week, other than its translation? What are the items in my surroundings called in Spanish?	How can we describe the items learned more descriptive? What are the names of other everyday objects around us?	How much have we learned so far?
<b>Related Literature</b>				
<b>Content</b>	<ul style="list-style-type: none"> <li>• Learn handy words such as               <ul style="list-style-type: none"> <li>- bathroom</li> <li>- raise your hand</li> <li>- very good silence</li> <li>- listen -water</li> <li>- nurse -repeat</li> <li>- rules</li> </ul> </li> <li>• Introduction               <ul style="list-style-type: none"> <li>- My name is</li> <li>- I am from..</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Learn the days of the week</li> <li>• Numbers 1-20</li> <li>• Objects in the classroom such as:               <ul style="list-style-type: none"> <li>- chalkboard</li> <li>- student's desk</li> <li>- wastebasket</li> <li>- desk -chair</li> <li>- door -light</li> <li>- computer -eraser</li> <li>- map -flag</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Objects in the classroom such as:               <ul style="list-style-type: none"> <li>- chalk</li> <li>- clock</li> <li>- wall</li> <li>- globe</li> <li>- window</li> <li>- pencil</li> <li>- paper</li> <li>- ruler</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Each student will draw a map and give information about a Spanish speaking country.</li> <li>• Students will work as a group reviewing all the vocabulary words in games such as:               <ul style="list-style-type: none"> <li>- Hangman</li> <li>- Tic-Tac-Toe</li> <li>- Matching cards etc.</li> </ul> </li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Build confidence as the disciplinary rules are being stressed in class.</li> <li>• Be able to introduce oneself</li> </ul>	<ul style="list-style-type: none"> <li>• Identify items around them</li> <li>• As preparation to the real world, students will learn how to give out a phone number</li> </ul>	<ul style="list-style-type: none"> <li>• Increase vocabulary so that they can express themselves.</li> <li>• Introduce the adjective of "Tener" to describe their bag packs.</li> <li>• Encouraged to find 5 new words using the Spanish/English dictionary</li> </ul>	Review
<b>Assessment</b>	Encourage students to review vocabulary words daily and to read aloud in Spanish. Also various games are played to practice speaking Spanish such as matching cards, crossword puzzles etc.			

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Term 2				
January				
Month	Week 1	Week 2	Week 3	Week 4
<b>Essential Questions</b>	When you hear the word “family”, what do you think of?	What are the special names that we can show that we care? Does the entire class have more brother or sister? Let’s graph it.	How can we include everything that we have learned so far? How can we say, “my sister has 3 pencils?”	How much have we learned so far?
<b>Related Literature</b>				
<b>Content</b>	<ul style="list-style-type: none"> <li>• Learn names of family members such as:               <ul style="list-style-type: none"> <li>- mother (step-mother)</li> <li>- father (step-father)</li> <li>- brother (step-brother)</li> <li>- sister (step-sister)</li> <li>- parents</li> <li>- grandparents</li> <li>- great-grand parents</li> <li>- cousin</li> <li>- uncle</li> <li>- aunt</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• My brother, sister, mother etc.</li> <li>• Introduce and use <b>how many</b> and <b>who</b> as part of their vocabulary.</li> <li>• Draw family tree up-to great-grandparents and learn how to identify each branch in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn how to put all their vocabulary words by learning:               <ul style="list-style-type: none"> <li>- My ....</li> <li>- Has....</li> <li>- Does not have .....</li> <li>- Who is....</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The students will create their family tree, identifying all its branches in Spanish.</li> <li>• Students will work as a group reviewing all the vocabulary words in games such as:               <ul style="list-style-type: none"> <li>- Hangman</li> <li>- Tic-Tac-Toe</li> <li>- Matching cards etc.</li> </ul> </li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Learn how to refer to your family members in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• Begin building sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Begin building more meaningful sentences</li> <li>• Encouraged to find 5 new words using the Spanish/English dictionary</li> </ul>	Review
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Term 2				
Month	February – Beginning of March			
	Week 1	Week 2	Week 3	Week 4
<b>Essential Questions</b>	What are today's latest trend?	What other things do we wear?	How can we describe some of these things?	How much have we learned so far?
<b>Related Literature</b>				
<b>Content</b>	<ul style="list-style-type: none"> <li>• Students will learn clothing garments such as:               <ul style="list-style-type: none"> <li>- blouse            -pants</li> <li>- shirt               -socks</li> <li>- underwear       -jacket</li> <li>- gloves            -scarf</li> <li>-</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Expand students vocabulary by adding the following vocabulary words:               <ul style="list-style-type: none"> <li>- skirt               -stockings</li> <li>- dress              -sweater</li> <li>- bra                 -hat</li> <li>- belt                -shorts</li> <li>- bathing suit</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Objects adjectives such as:               <ul style="list-style-type: none"> <li>- long</li> <li>- short</li> <li>- big</li> <li>- small</li> </ul> </li> <li>• Expand on sentence structure by asking, what do you have? And students would respond appropriately with "I have a red long shirt".</li> </ul>	<ul style="list-style-type: none"> <li>• Each student will do a fashion show.</li> <li>• Students will work as a group reviewing all the vocabulary words in games such as:               <ul style="list-style-type: none"> <li>- Hangman</li> <li>- Tic-Tac-Toe</li> <li>- Matching cards etc.</li> </ul> </li> </ul>
<b>Skills</b>		<ul style="list-style-type: none"> <li>• Identify items around them</li> </ul>	<ul style="list-style-type: none"> <li>• Increase vocabulary so that they can express themselves in a real-world.</li> <li>• Encouraged to find 5 new words using the Spanish/English dictionary</li> </ul>	Review
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<b>Term 3</b>				
<b>March</b>				
<b>Month</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>
<b>Essential Questions</b>	What are some handy words that can be learned immediately? When the class is taught completely in Spanish, how much can a student understand?	How quickly can we learn the days of the week? What is the big difference of teaching the days of the week, other than its translation? What are the items in my surroundings called in Spanish?	How can we describe the items learned more descriptive? What are the names of other everyday objects around us?	How much have we learned so far?
<b>Related Literature</b>				
<b>Content</b>	<ul style="list-style-type: none"> <li>• Learn handy words such as               <ul style="list-style-type: none"> <li>- bathroom</li> <li>- raise your hand</li> <li>- very good silence</li> <li>- listen -water</li> <li>- nurse -repeat</li> <li>- rules</li> </ul> </li> <li>• Introduction               <ul style="list-style-type: none"> <li>- My name is</li> <li>- I am from..</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Learn the days of the week</li> <li>• Numbers 1-20</li> <li>• Objects in the classroom such as:               <ul style="list-style-type: none"> <li>- chalkboard</li> <li>- student's desk</li> <li>- wastebasket</li> <li>- desk -chair</li> <li>- door -light</li> <li>- computer -eraser</li> <li>- map -flag</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Objects in the classroom such as:               <ul style="list-style-type: none"> <li>- chalk</li> <li>- clock</li> <li>- wall</li> <li>- globe</li> <li>- window</li> <li>- pencil</li> <li>- paper</li> <li>- ruler</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Each student will draw a map and give information about a Spanish speaking country.</li> <li>• Students will work as a group reviewing all the vocabulary words in games such as:               <ul style="list-style-type: none"> <li>- Hangman</li> <li>- Tic-Tac-Toe</li> <li>- Matching cards etc.</li> </ul> </li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Build confidence as the disciplinary rules are being stressed in class.</li> <li>• Be able to introduce oneself</li> </ul>	<ul style="list-style-type: none"> <li>• Identify items around them</li> <li>• As preparation to the real world, students will learn how to give out a phone number</li> </ul>	<ul style="list-style-type: none"> <li>• Increase vocabulary so that they can express themselves.</li> <li>• Introduce the adjective of "Tener" to describe their bag packs.</li> <li>• Encouraged to find 5 new words using the Spanish/English dictionary</li> </ul>	Review
<b>Assessment</b>	Encourage students to review vocabulary words daily and to read aloud in Spanish. Also various games are played to practice speaking Spanish such as matching cards, crossword puzzles etc.			

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Term 3				
Month	April			
	Week 1	Week 2	Week 3	Week 4
<b>Essential Questions</b>	When you hear the word “family”, what do you think of?	What are the special names that we can show that we care? Does the entire class have more brother or sister? Let’s graph it.	How can we include everything that we have learned so far? How can we say, “my sister has 3 pencils?”	How much have we learned so far?
<b>Related Literature</b>				
<b>Content</b>	<ul style="list-style-type: none"> <li>• Learn names of family members such as:               <ul style="list-style-type: none"> <li>- mother (step-mother)</li> <li>- father (step-father)</li> <li>- brother (step-brother)</li> <li>- sister (step-sister)</li> <li>- parents</li> <li>- grandparents</li> <li>- great-grand parents</li> <li>- cousin</li> <li>- uncle</li> <li>- aunt</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• My brother, sister, mother etc.</li> <li>• Introduce and use <b>how many</b> and <b>who</b> as part of their vocabulary.</li> <li>• Draw family tree up-to great-grandparents and learn how to identify each branch in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn how to put all their vocabulary words by learning:               <ul style="list-style-type: none"> <li>- My ....</li> <li>- Has....</li> <li>- Does not have .....</li> <li>- Who is....</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The students will create their family tree, identifying all its branches in Spanish.</li> <li>• Students will work as a group reviewing all the vocabulary words in games such as:               <ul style="list-style-type: none"> <li>- Hangman</li> <li>- Tic-Tac-Toe</li> <li>- Matching cards etc.</li> </ul> </li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Learn how to refer to your family members in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• Begin building sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Begin building more meaningful sentences</li> <li>• Encouraged to find 5 new words using the Spanish/English dictionary</li> </ul>	Review
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<b>Term 3</b>				
<b>Month</b>	<b>May – Beginning of June</b>			
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>
<b>Essential Questions</b>	What are today's latest trend?	What other things do we wear?	How can we describe some of these things?	How much have we learned so far?
<b>Related Literature</b>				
<b>Content</b>	<ul style="list-style-type: none"> <li>• Students will learn clothing garments such as:               <ul style="list-style-type: none"> <li>- blouse            -pants</li> <li>- shirt             -socks</li> <li>- underwear      -jacket</li> <li>- gloves           -scarf</li> <li>-</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Expand students vocabulary by adding the following vocabulary words:               <ul style="list-style-type: none"> <li>- skirt             -stockings</li> <li>- dress            -sweater</li> <li>- bra               -hat</li> <li>- belt              -shorts</li> <li>- bathing suit</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Objects adjectives such as:               <ul style="list-style-type: none"> <li>- long</li> <li>- short</li> <li>- big</li> <li>- small</li> </ul> </li> <li>• Expand on sentence structure by asking, what do you have? And students would respond appropriately with "I have a red long shirt".</li> </ul>	<ul style="list-style-type: none"> <li>• Each student will do a fashion show.</li> <li>• Students will work as a group reviewing all the vocabulary words in games such as:               <ul style="list-style-type: none"> <li>- Hangman</li> <li>- Tic-Tac-Toe</li> <li>- Matching cards etc.</li> </ul> </li> </ul>
<b>Skills</b>		<ul style="list-style-type: none"> <li>• Identify items around them</li> </ul>	<ul style="list-style-type: none"> <li>• Increase vocabulary so that they can express themselves in a real-world.</li> <li>• Encouraged to find 5 new words using the Spanish/English dictionary</li> </ul>	Review
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