

	TOPIC	VOCABULARY	GRAMMAR	ACTIVITIES	EVALUATION
TERM ONE					
	<p>Los saludos</p> <p>(a) Greet someone according to time of day</p> <p>(b) Ask/give name</p> <p>(c) Ask/tell about state of health</p> <p>(d) Say goodbye</p> <p>(e) The Spanish alphabet</p> <p>(f) Cognates</p> <p>(g) Numbers 1-15</p> <p>(h) El mundo hispano</p> <p>(i) Spanish-speaking countries</p>	<ul style="list-style-type: none"> ● State of being ● Courtesy expressions 	<ul style="list-style-type: none"> ● greetings ● introductions ● alphabet ● numbers 	<ol style="list-style-type: none"> 1. Pronunciation activities 2. Dialogue creation 3. Situations 4. Worksheets & Handouts 5. Textbook activities 	<ol style="list-style-type: none"> 1. Grammar & Vocabulary Test 2. Begin compilation of Spanish e-folder
	<p>La familia</p> <p>(a) Identify members of the family</p> <p>(b) Introduce members of the family</p> <p>(c) Learn numbers</p> <p>(d) State the number of people in the family</p>	<ul style="list-style-type: none"> ● members of the family ● adjectives 	<ul style="list-style-type: none"> ● masculine and feminine ● translating the apostrophe in Spanish ● Articles : singular and plural ● éste and ésta ● hay ● tener ● cognates ● tú vs. usted 	<ol style="list-style-type: none"> 1. Listen and create dialogues about the family. 2. Write and talk about their families. 3. Activities from Dime and Chévere. 	<ol style="list-style-type: none"> 1. Students will design a 5 page pictorial of the members of their family. They will label using sentences in Spanish saying who each person is.

	TOPIC	VOCABULARY	GRAMMAR	ACTIVITIES	EVALUATION	
	<p><u>Déjame presentarme; ¿Quién eres tú?</u></p> <p>(a) State your age/ask someone's age</p> <p>(b) State your nationality/ask someone's nationality</p> <p>(c) State some simple occupations</p> <p>(d) Describe themselves and others.</p>	<ul style="list-style-type: none"> • descriptions : physical and characteristics • More adjectives 	<ul style="list-style-type: none"> • ser • estar • tener • agreements 	<ol style="list-style-type: none"> 1. Listen to young people talking about themselves. 2. Write descriptions of themselves and family members. 3. Comprehension activities. 4. Situation responses. 5. Multiple Choice practice. 	<ol style="list-style-type: none"> 1. Students will design a page with a picture of their family along with a description – introducing their family – names, ages, profession..etc 2. Descriptions worksheet. 3. Continue work on Spanish folder. 	
	<p><u>Un día especial</u></p> <p>(a) Tell days, months, the date and year.</p> <p>(b) Say when your birthday is.</p> <p>(c) Wish someone a Merry Christmas/Happy New Year.</p> <p>(d) Say how you celebrate Christmas.</p> <p>(e) Learn some Christmas songs.</p>	<ul style="list-style-type: none"> • days, months • Special days • Christmas. 	<ul style="list-style-type: none"> • los días de la semana; ¿Que día es hoy? • los meses del año son • ¿Cuál es la fecha? • El cumpleaños • La Navidad • El Año Nuevo • Feliz Navidad • Los villancicos 	<ol style="list-style-type: none"> 1. Dialogue creation 2. Situations 3. Worksheets & Handouts 4. Textbook activities 	<p>Chévere (Bk 1) – ¡Celebremos! Pg. 50-64</p>	
MULTIPLE CHOICE EXAM						
	<p><i>Topics:</i></p>	<p><i>Greetings</i></p>	<p><i>Family</i></p>	<p><i>Adjectives</i></p>	<p><i>Verbs</i></p>	<p><i>Holidays</i></p>

TERM TWO

	TOPIC	VOCABULARY	GRAMMAR	ACTIVITIES	EVALUATION
	<p><u>En la escuela</u></p> <p>(a) Describe their uniform and school.</p> <p>(b) Tell the time by the hour.</p> <p>(c) Name some school subjects.</p> <p>(d) Say which subjects they like/don't like.</p> <p>(e) Name classroom objects.</p>	<ul style="list-style-type: none"> ● descriptions - school ● classroom objects ● school subjects ● more numbers 	<ul style="list-style-type: none"> ● mi uniforme ● ¿a dónde vas tú? ● ¿Qué hora es? ● Es la...Son las... ● a la escuela/al cine ● a + el = al ● aprender ● ir ● me gusta/no me gusta 	<ol style="list-style-type: none"> 1. Dialogue creation 2. Situations 3. Worksheets & Handouts 4. Textbook activities 	<ol style="list-style-type: none"> 1. Sentence Completion 2. Labelling 3. Worksheet on Time 4. Oral responses 5. Comprehension and situation activities
	<p><u>En casa</u></p> <p>(a) Say where they live.</p> <p>(b) Describe bedroom and house/dream house</p> <p>(c) Tell what is on the table/in room..etc</p> <p>(d) Identify colors</p> <p>(e) Express what they want for meals.</p>	<ul style="list-style-type: none"> ● rooms in the house ● furniture ● colors ● location words 	<ul style="list-style-type: none"> ● ¿Cómo es tu dormitorio? ● los colores ● ¿Qué hay en la mesa? ● ¿Cuántos cuartos hay? ● delante de..etc ● ¿Qué quiere comer para el desayuno?.....el almuerzo....la cena? 	<ol style="list-style-type: none"> 1. Dialogue creation 2. Situations 3. Worksheets & Handouts 4. Textbook activities 	<ol style="list-style-type: none"> 1. Sentence Completion 2. Labelling 3. Worksheet 4. Oral responses 5. Comprehension and situation activities.
	<p><u>Un día de clases/En la clase</u></p> <p>(a) Tell the time minutes to and past the hour.</p> <p>(b) State ownership of various things.</p>	<ul style="list-style-type: none"> ● Mediodía ● Medianoche ● Possessive adjectives ● tener 	<ul style="list-style-type: none"> ● ¿a qué hora? ● A las.... ● Me gusta más/Prefiero... 	<ol style="list-style-type: none"> 1. Dialogue creation 2. Situations 3. Worksheets & Handouts 4. Textbook activities 	<ol style="list-style-type: none"> 1. Sentence Completion 2. Labelling 3. Worksheet 4. Oral responses

	(c) Tell others what you own or have.				5. Comprehension and situation activities
	TOPIC	VOCABULARY	GRAMMAR	ACTIVITY	EVALUATION
	<p><u>El tiempo</u></p> <p>a) Ask/say what the weather is like.</p> <p>b) Describe different types of weather.</p> <p>c) Say what you do during different types of weather.</p> <p>d) Say how you feel.</p> <p>e) State your preferences.</p>	<ul style="list-style-type: none"> • Vocabulary related to weather – hace calor/frío, etc. • Vocabulary related to pastimes – leer, escuchar música, etc. 	<ul style="list-style-type: none"> • ¿Qué tiempo hace? • Tengo calor/frío • Me gusta más/prefiero 	<ol style="list-style-type: none"> 1. Dialogue creation 2. Situations 3. Worksheets & Handouts 4. Textbook activities 	<ol style="list-style-type: none"> 1. Sentence Completion 2. Labelling 3. Worksheet 4. Oral responses 5. Comprehension and situation activities
	<p><u>En la ciudad (los sitios)</u></p> <p>(a) Identify places.</p> <p>(b) State where people work.</p> <p>(c) Enquire about where people work.</p> <p>(d) Locate places, persons and objects.</p> <p>(e) Describe feelings and states.</p>	<ul style="list-style-type: none"> • Vocabulary related to feelings and states. • Places in a town – el centro comercial • Positions/directions 	<ul style="list-style-type: none"> • Ser & estar • En, delante de...etc • Trabajar • de + el = del • hay • ¿Dónde? • el trabajo-a dónde va? • a dónde van? • ¿dónde trabaja tu mamá? • profesiones • describe la ciudad 	<ol style="list-style-type: none"> 1. Dialogue creation 2. Situations 3. Worksheets & Handouts 4. Textbook activities 	<ol style="list-style-type: none"> 1. Sentence Completion 2. Labelling 3. Worksheet 4. Oral responses 5. Comprehension and situation activities

TERM THREE					
	TOPIC	VOCABULARY	GRAMMAR	ACTIVITY	EVALUATION
	<p><u>La ropa</u></p> <p>(a) Exchange information about where you and other people are going.</p> <p>(b) Ask an adult permission to go somewhere.</p> <p>(c) Identify articles of clothing.</p> <p>(d) Exchange information about clothing – colors, materials.</p>	<ul style="list-style-type: none"> ● Articles of clothing ● Shopping for clothes ● More numbers 	<ul style="list-style-type: none"> ● Ir a ● ¿adónde vas? ● Voy de compras ● ¿me permite ir? ● ¿de qué es/son? 	<ol style="list-style-type: none"> 1. Dialogue creation 2. Situations 3. Worksheets & Handouts 4. Textbook activities 	<ol style="list-style-type: none"> 1. Sentence Completion 2. Labelling 3. Worksheet 4. Oral responses 5. Comprehension and situation activities
	<p><u>La comida</u></p> <p>(a) Identify food items.</p> <p>(b) Say the names of different food shops.</p> <p>(c) Sate what you like, dislike and prefer.</p> <p>(d) Describe physical sensations, such as hunger, thirst, etc.</p>	<ul style="list-style-type: none"> ● Market items ● Fruits ● Groceries ● Parts of the body 	<ul style="list-style-type: none"> ● ¿Qué desea(n) comer/beber? ● Tener hambre/sed. ● El mercado ● El puesto ● querer 	<ol style="list-style-type: none"> 1. Dialogue creation 2. Situations 3. Worksheets & Handouts 4. Textbook activities 	<ol style="list-style-type: none"> 1. Sentence Completion 2. Labelling 3. Worksheet 4. Oral responses 5. Comprehension and situation activities

	(e) Identify parts of the body.				
	<p><u>El restaurante</u></p> <p>(a) Read a menu. (b) Order meals. (c) Pay bill and give tips</p>	<ul style="list-style-type: none"> • Items on a menu • Traditional meals in Spanish-speaking countries 	<ul style="list-style-type: none"> • Comer • beber 	<p>1. Dialogue creation 2. Situations 3. Worksheets & Handouts 4. Textbook activities</p>	<p>1. Sentence Completion 2. Labelling 3. Worksheet 4. Oral responses 5. Comprehension and situation activities</p>
	<p><u>Los pasatiempos</u></p> <p>(a) Enquire about what others like to do in their spare time. (b) Tell others what you like to do. (c) Talk about when and where activities occur.</p>	<ul style="list-style-type: none"> • Spare time activities 	<ul style="list-style-type: none"> • Gustar • Tocar • hacer • ¿qué te gusta hacer? 	<p>1. Dialogue creation 2. Situations 3. Worksheets & Handouts 4. Textbook activities</p>	<p>1. Sentence Completion 2. Labelling 3. Worksheet 4. Oral responses 5. Comprehension and situation activities</p>