

**PENTUCKET REGIONAL MIDDLE SCHOOL
INTRODUCTORY SPANISH CURRICULUM MAP**

Month	Content	Skills
September	Vocabulary in support of skills; the alphabet; numbers 0-10; classroom expressions; nations of the Spanish-speaking world; subject pronouns; the verb “ser”; Hispanics in the U.S.; issues surrounding immigration; forming Hispanic surnames.	Basic conversation including greetings, introductions, saying where people are from, exchanging phone numbers, discussing days of the week, and talking about likes and dislikes. Recognizing classroom expressions; developing awareness of the Hispanic community in the U.S. and globally; understanding current events in their historical context.
October	Vocabulary in support of skills; definite and indefinite articles; gender and number agreement of adjectives; Tejano culture and music; issues surrounding U.S.-Mexican history and relations; “Day of the Dead” celebration.	Describing appearance, personality, and clothing; developing awareness of gender and number in forming Spanish grammar; developing cultural awareness, sensitivity, and knowledge; understanding current events in their historical context.
November	Vocabulary in support of skills; verb “tener”; expressing possession with “de”; possessive adjectives; Hispanic families; the “quinceañera”; Hispanics in California and current issues in their historical context.	Talking about possession, age, birthdays, dates, and family; developing cultural awareness, sensitivity, and knowledge; understanding current events in their historical context.
December	Vocabulary in support of skills; present tense of –ar verbs; adverbial expressions of frequency; expressing obligation; Mexican history, culture, and demographics; fiesta of the Virgin of Guadalupe; the holiday season in Mexico and Hispanic countries.	Talking about school, activities, frequency, and obligation; learning to conjugate a large class of verbs; developing cultural awareness, sensitivity, and knowledge; understanding current events in their historical context.
January	Vocabulary in support of skills; verb “ir”; verb “estar”; forming questions and using interrogative words; Mexico City; Mexican holidays.	Talking about schedules and time; talking about where you are going; asking questions; developing cultural awareness; understanding current events in their historical context.

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February	Vocabulary in support of skills; using “ir a + infinitive” to express what one is going to do; present tense of –er and –ir verbs; verbs with irregular “yo” forms; verb “oír”; Mexican food; Mariachi music.	Discussing plans, what one is going to do, and sequencing events; talking about places and people you know; learning to conjugate two large classes of verbs and some common irregular verbs; developing cultural awareness, sensitivity, and knowledge.
March	Vocabulary in support of skills; using “acabar de + infinitive” to express what just happened; verb “venir”; using “gustar” to say what others like to do; Puerto Rican history.	Expressing how one feels; talking about what just happened; talking about where one is coming from; talking about the likes and dislikes of others; talking on the phone; developing cultural awareness, sensitivity, and knowledge; understanding current events in their historical context.
April	Vocabulary in support of skills; comparative phrases; stem-changing verbs; verb “saber”; Puerto Rican music and food.	Talking about sports; expressing preferences; saying what you know; making comparisons; developing cultural awareness, sensitivity, and knowledge.
May	Vocabulary in support of skills; weather expressions; special expressions with “tener”; direct objects and direct object pronouns; present progressive text; the Puerto Rican rain forest.	Talking about the weather; talking about clothing and accessories; stating an opinion; describing how one feels; saying what is happening right now; understanding current events in their historical context.
June	Reading the short story “Pobre Ana”; student oral presentations and conversation; King Juan Carlos of Spain and recent Spanish history.	Reading and pronunciation; public speaking and conversation; developing cultural awareness, sensitivity, and knowledge; understanding current events in their historical context.

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Assessments used throughout the year: Assessed oral and classroom participation; cooperative experiences including vocabulary study, conversation, and group video exercises; homework exercises based on completion and effort; traditional content testing; role playing; participatory cultural activities; open-ended responses in English to cultural topics; graded individual oral presentations.