

	Kindergarten	1	2	3	4	5	6	7	8
<b>First Trimester</b>	Students are given Spanish names at the beginning of the school year. We learn how to introduce ourselves and ask a person for their name, as well as how to ask and answer the question "how are you?". We learn numbers 1-10 (more are learned as the year progresses), several colors, and the days of the week. We read various stories to help us to identify simple Spanish words in context.	Questions learned in Kindergarten are asked and answered throughout the year. Students begin to use polite expressions and basic conversation vocabulary. Students begin to read and write familiar words in Spanish (with guidance). Numbers/colors are reviewed, and more are learned. Students learn classroom vocabulary. Students learn to recognize written words (flashcards, words on blackboard, etc)	Students answer the same questions that they learned in K and 1 at the beginning of each class. Numbers/Colors/Days of the Week are reviewed. By the end of the year, students will count to 40. Students begin to learn about "tu" vs "usted," and how to address adults vs how to interact with other kids. Students review classroom vocabulary and learn more.	Familiar Questions from grades K-2 are asked and answered throughout the year. Numbers/colors/Days of the Week are briefly reviewed. Students are reminded of the difference between "tu" and "usted." We review vocabulary such as: classroom objects and clothing, adding more words to each category. Students are introduced to the months of the year.	Students begin writing in full sentences, using prompts from questions asked and whole-class examples. Students keep organized notebooks and copy notes. Students review polite expressions and learn how to introduce themselves and others. Students review vocabulary for classroom objects and learn new words, as well as synonyms for familiar words. Students review colors, days of the week, and plural nouns, while becoming familiar with the distinct uses of "es" and "son."	Students review polite expressions, numbers, days of the week, and the weather. Students learn the seasons and how to tell time. Students learn about at least 2 hispanic countries each month. Students are expected to respond to spoken Spanish commands.	Students practice reading, writing, listening and speaking throughout the year. Chapter PE: Students review material from all previous grades. Chapter 1A: Students learn how to talk about activities they like/dislike. Students review the idea of infinitive verbs, and learn how to express agreement and disagreement. Vocabulary focuses on action words. Project: Scrapbook	Review of material learned in 6th Grade. Students are given detailed notes to review lessons from the previous year, and several classes are spent practicing familiar material. Chapter 3A: Students learn to conjugate -ER and -IR verbs. Students learn to use "me gustan" to describe multiple things that they like. Vocabulary focuses on food.	Review of material learned in 6th and 7th grades. Students are given detailed notes to review lessons from the previous year, and several classes are spent practicing familiar material. Chapter 5A: Students review stem changing verbs and irregular verbs. Students are introduced to the verb tener and learn how to talk about age. Students learn possessive adjectives. Vocabulary focuses on the family, party decorations, and party activities. Project: Family Tree
<b>Second Trimester</b>	We learn how to ask and answer the questions "What is your favorite color?" and "How old are you?". We learn vocabulary for parts of the body and face, and the phrase "esto es..." We also learn several animal words. Students are encouraged to use the phrase "Puedo ir al baño?" when asking to go to the restroom.	We review lessons from last year such as: parts of the body/face, animals. New words in these categories are introduced. Students continue to learn new vocabulary, including: food and clothing. Students are encouraged to use the phrase "Puedo ir al baño?" when asking to go to the restroom.	We review lessons from last year such as: clothing, food, parts of the body/face, family members, and parts of a town and learn more vocabulary from these categories.	We review lessons from last year such as: food, parts of a town, and parts of the body, adding more vocabulary to each category. Students begin to learn about the gender of nouns and how to recognize masculine vs feminine nouns. Students review clothing vocabulary for emotions.	Students review parts of the body and face, combining them with verbs and adjectives to describe what people look like. Students learn the verb "tener" and begin to formally learn about verb conjugation. Students review animal words, and combine with verbs to talk about what various people buy. Students learn tener phrases, such as "I have hunger" and "I have thirst." Together, we review how these phrases change when speaking to or about other people. Students review family member vocabulary and learn how to ask questions about family members.	Students begin to practice conjugating -AR verbs and looking at verb forms in written conversations. Emphasis is first placed on "yo" and "tu" forms, followed by "usted"/"el"/"ella" forms. Students review clothing vocabulary and use conjugated verbs to talk about what various people buy, look for, wear, and pay.	Chapter 1B: Students learn how to describe a person's personality, using the verb ser and descriptive adjectives. Students learn the difference between masculine and feminine adjectives, and how to use them in context. Students learn the difference between definite and indefinite articles. Chapter 2A: Students learn subject pronouns and how to conjugate -AR verbs. Vocabulary focuses on academic classes, adjectives to describe classes, and ordinal numbers. This chapter is split between 2nd and 3rd trimesters to allow for students to have a firm grasp on conjugation before moving on.	Chapter 3B: Students learn how to pluralize adjectives. Students review the verb "ser" and learn how to describe people and things using this verb and various adjectives. Vocabulary focuses on food and healthy activities. Chapter 4A: Students learn the verb "ir" and how to talk about various places they might go. Students learn how to ask questions to get specific information. Vocabulary focuses on places in a town. This chapter is split between 2nd and 3rd trimesters. Partner Project: Researching the History and Culture of Hispanic Countries.	Chapter 5B: Students learn the verbs "venir" and "traer." Students begin to learn indirect object pronouns. Students learn the distinct uses of "ser" and "estar." Vocabulary focuses on physical adjectives, table settings, and words you would use in a restaurant. Chapter 6A: Students learn how to make comparisons between people, things, and activities. Students learn the superlative. Students learn the stem changing verbs "dormir" and "poder." Vocabulary focuses on objects in the bedroom, colors, and adjectives.
<b>Third Trimester</b>	We continue with the questions we have already learned and begin to learn how to answer "What is the weather like today?". Previous learning is reinforced.	Students continue to use vocabulary in context. New vocabulary is learned: family members, parts of a town.	We review animal vocabulary and learn several more words. We begin to learn household items, descriptive adjectives, simple commands, action words, and likes and dislikes.	We review lessons from last year such as: animals, household items, family members, adjectives, and action words, adding more vocabulary to each category. Students learn how to talk about plural nouns and the difference between definite and indefinite articles. Students begin to form simple sentences.	Students review weather phrases and months of the year. Students learn to describe the typical weather experienced in each month. Students review clothing vocabulary and learn the verb "llevar" to describe what they and others wear in certain places or types of weather. Students learn the verb "costar" to describe how much clothing items cost and to ask questions regarding prices.	Students review colors and learn the verb "ser." Emphasis is first placed on the "yo" and "tu" forms, followed by "usted"/"el"/"ella" forms. Students learn how to say where they are from and ask others where they are from. Students learn question words and practice answering various types of questions. Students learn school subjects and adjectives to describe their classes.	Chapter 2A is continued. Chapter 2B: Students learn how to pluralize articles and nouns. Students learn the verb "estar," and how to describe their current state of being and the location of various people and things. Vocabulary focuses on classroom objects, directional phrases, and possessive adjectives.	Chapter 4A is continued. Chapter 4B: Students learn the phrase "ir+a+infinitive verb" and begin to talk about activities they will do in the future. Students begin to learn about stem changing verbs, beginning with the verb "jugar." Vocabulary focuses on activities, feelings, and time of day.	Chapter 6A is continued. Chapter 6B: Students learn affirmative "tu" commands and the present progressive tense. Vocabulary focuses on rooms in a house and chores. Partner Project: Researching the History and Culture of Spanish Cities.
<b>Notes:</b>	Grades are based on effort and enthusiasm.	Teach them Spanish 1 (source book) is used along with teacher developed lessons and activities. Many lessons are planned around American and Hispanic Holidays, and students begin to learn about Hispanic cultures. Students are encouraged throughout the year to bring in examples of places where they saw or heard Spanish.	Teach them Spanish 2 (source book) is used along with teacher developed lessons and activities. Many lessons are planned around American and Hispanic Holidays, and students continue to learn about Hispanic cultures. Students are encouraged throughout the year to bring in examples of places where they saw or heard Spanish.	Teach them Spanish 3 (source book) is used along with teacher developed lessons and activities. Many lessons are planned around American and Hispanic Holidays, and students continue to learn about Hispanic cultures. Students are encouraged throughout the year to bring in examples of places where they saw or heard Spanish.	Workbook: Viva el Espanol, Learning System A is used. Students are expected to copy notes in class, and are formally quizzed on vocabulary about once a month, with prior notice given to classroom teacher.	Textbook: Como te va? Workbook: Como te va? Sourcebook: Teach them Spanish 5 is used to supplement the textbook/workbook, along with teacher developed lessons and activities. Students are expected to copy notes in class, and are formally quizzed on vocabulary about once a month, with prior notice given to classroom teacher.	Textbook: Realidades A. Textbook and accompanying worksheets will be supplemented by teacher developed lessons and activities. Students will learn about various Hispanic cultures and holidays. Students will have vocabulary quizzes, lesson quizzes, and chapter tests. Students are expected to take notes and keep neat notebooks/binders. Students will complete 2-3 projects over the course of the year.	Textbook: Realidades A. Textbook and accompanying worksheets will be supplemented by teacher developed lessons and activities. Students will learn about various Hispanic cultures and holidays. Students will have vocabulary quizzes, lesson quizzes, and chapter tests. Students are expected to take notes and keep neat notebooks/binders. Students will complete 2-3 projects over the course of the year.	Textbook: Realidades B. Textbook and accompanying worksheets will be supplemented by teacher developed lessons and activities. Students will have vocabulary quizzes, lesson quizzes, and chapter tests. Students are expected to take notes and keep neat notebooks/binders. Students will complete 2-3 projects over the course of the year. Some classes do move faster than others, so we may progress further than Chapter 6B by the end of the year. It is recommended that students who consistently perform well in Spanish discuss the possibility of beginning Spanish 2 in high school.