

**HINGHAM MIDDLE SCHOOL  
CURRICULUM SUMMARY  
FOREIGN LANGUAGE  
2016**

**SPANISH 6<sup>TH</sup> GRADE**

**DESCRIPTIVE OVERVIEW**

This course is open to all sixth grade students. Students attend Spanish classes all year on an every-other-day schedule. Students work together frequently to create dialogues, complete interactive tasks such as fact finding, interviews, seeking directions, explaining problems, and making requests. Our interactive textbook, *Español* by Santillana, is introduced in the sixth grade. Santillana blends the underlying principles of the five Cs (Communication, Cultures, Connections, Comparisons, Communities) with features and strategies tailored specifically to build student's speaking, listening, reading, and writing skills. As a result, students are given the tools to express themselves articulately, interact meaningfully with others, and become highly competent communicators in Spanish. Visuals on the Smart Board, audio lessons and videos are frequently used to simulate real life. Students work regularly with technology to enhance language learning. Students begin to write simple dialogues, sentences, and paragraphs in Spanish. When possible, authentic literature, music, and art are brought into the classroom.

**GOALS AND OBJECTIVES**

The general goals of this course are to:

- teach students to develop communicative competence.
- create student awareness of the heritage, customs, and culture of Spanish-speaking areas.
- enable students to make connections between Spanish and other curriculum areas.
- teach students about the nature of the language by comparing English and Spanish.
- encourage students to use Spanish in local and global communities.

The specific objectives for this course are:

- students will converse about a variety of activities, hobbies, and family.
- students will greet each other
- students will create skits and oral dialogues.
- students will compare American and Hispanic cultures, holidays, and customs.
- students will participate in culturally authentic music, media, and arts.
- students will relate to other subjects taught (sports, art, weather, cuisine, history, geography and mathematics).
- students will identify cognates, idiomatic expressions, and grammatical gender.
- students will use formal and informal forms of language, expressing respect for the other culture.
- students will learn grammar in a lexical and contextual way.

**RESOURCES AND REFERENCES**

- *Español I*, Santillana
- On-line ancillary materials: workbook, listening and speaking activities, review exercises

**INSTRUCTIONAL MODEL**

Class focus is on listening and speaking through modeling and repetition with the teacher, listening to audio content, and speaking with partners in the foreign language lab. In addition, practicing interactive activities on the Santillana website and watching the DVD component are added features to engage students. Vocabulary and structure are presented in the cultural context in keeping with the theme of the chapter. An activity-oriented classroom is enhanced by frequent use of visuals, Internet and writing activities. Students are introduced to new

website activities and educational interactive language games that are easily accessible outside of the classroom for extra practice at home. Brief readings on familiar topics build on known structure and cognates. Students will use the language lab once every other cycle.

### **ASSESSMENT**

Students are assessed in a variety of ways. They present activities orally and perform written assessments on quizzes and tests. Proficiency testing is done for each of the four skills: listening, speaking, reading, and writing. Short projects are assigned throughout the term to enhance topics learned in class. Students are expected to keep a Spanish notebook in class and attend the regularly scheduled language lab classes to assess listening comprehension and speaking skills. Student folders containing assessment items and portfolio samples are maintained in the classroom by the teacher.

**HINGHAM MIDDLE SCHOOL  
CURRICULUM SUMMARY  
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2016**

**Course #320M - SPANISH 1A 7th GRADE**

**DESCRIPTIVE OVERVIEW**

This course is open to all 7th grade students. Students work together to create dialogues, complete interactive tasks such as fact-finding, interviews, seeking directions, explaining problems and making requests. Our interactive textbook is introduced in the 6th grade and continued in 7th grade covering lessons 2-5. It blends the underlying principles of the five Cs (Communication, Cultures, Connections, Comparisons, and Communities) with features and strategies tailored specifically to build student speaking, listening, reading, and writing skills. Students are given the tools to express themselves articulately, interact meaningfully with others, and become competent communicators in Spanish. Students work regularly with technology to enhance language learning. Students continue to write simple dialogues, sentences and paragraphs in Spanish. More complex grammatical structures are taught in order to expand communication skills. When possible, authentic literature, music, and art are brought into the classroom.

**GOALS AND OBJECTIVES**

Students will be able to:

- converse about a variety of activities, hobbies and family.
- greet each other and ask each other questions.
- create skits and oral dialogues.
- compare American and Hispanic holidays and customs.
- participate in culturally authentic music, media and arts.
- relate to other subjects taught (sports, art, weather, cuisine, history, geography and mathematics).
- identify cognates, idiomatic expressions and grammatical gender.
- use formal and informal forms of language, expressing respect for the other cultures.
- learn grammar in lexical and contextual way.

**RESOURCES AND REFERENCES**

- *Español 1*, Santillana
- On-line ancillary materials: workbook, listening and speaking activities, review exercises

**INSTRUCTIONAL MODEL**

Listening and speaking through modeling and repetition with a teacher, audio and video resources, interactive internet activities, SmartBoard activities and a state of the art Language Laboratory. Vocabulary and grammatical structures are presented in cultural context in keeping with the themes of the chapter. Brief readings on familiar topics are introduced to build on known structures and cognates. Students will use the language lab once every other cycle.

**ASSESSMENT**

Students are assessed in a variety of ways. They present activities orally and perform written assessments on quizzes and tests. Proficiency testing is done for each of the five skills: listening, speaking, reading, and writing and cultural appreciation. Short projects are assigned throughout the year to enhance topics learned in class. Students are expected to maintain a Spanish notebook and to practice Spanish at home. Student folders containing assessment items and portfolio samples are maintained by the teacher.

**HINGHAM MIDDLE SCHOOL  
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**Course #327M (L2)/Course #321M (L3) - SPANISH IB 8th GRADE (2/3)**

**DESCRIPTIVE OVERVIEW**

This course is a continuation of Grade 7, Level 1A Spanish. Students continue to develop listening, reading, writing, and speaking skills. Students also further develop their knowledge of Hispanic culture through readings, projects, and videos. Students are expected to communicate in the target language in both oral and written forms. This course fosters the five Cs of foreign language learning: Communication, Cultures, Connections, Comparisons, and Communities. In addition to the requirements in school, students use the textbook website as well as additional online sources selected by the teacher outside of school in order to complete online assignments.

**GOALS AND OBJECTIVES**

Students will be able to:

- engage in interpersonal communication to provide and maintain information, express feelings and emotions, exchange opinions, and present concepts and ideas
- complete writing assignments that include essays, emails, and letters in order to further develop their vocabulary use and grammar
- develop beginner reading skills through short stories, children books, and cultural readings that include level appropriate vocabulary and grammar
- demonstrate general knowledge of specific Spanish speaking countries and traditions as presented in the textbook along with ancillary materials
- engage in activities that require them to think critically and interpret spoken and written Spanish

**RESOURCES AND REFERENCES**

- *Descubre I*, Vista Higher Learning
- *Lee Conmigo*, Holt Spanish

**INSTRUCTIONAL MODEL**

The instructional techniques of this course incorporate the five Cs of language learning. Each lesson includes a vocabulary section, four grammar topics, a reading selection, a writing assignment, a speaking assignment, a cultural reading and an overview on one Spanish speaking country. All concepts are presented through a variety of learning styles: visual, verbal, auditory and kinesthetic as well as social and solitary. Visual presentations include Google slideshows, SmartBoard manipulative activities, cultural and linguistic videos from various online sources, individual white boards, books, magazines, Quizlet flashcards, films, and any visual aids made by students such as posters. Verbal and auditory presentations are performed in the classroom through questions and answers, paired or group work, dialogues, and listening activities. In the language laboratory, students will effectively communicate and record conversations and individual presentations. In addition, students will practice listening through authentic videos and listening materials. Kinesthetic presentations include games and TPR (Total Physical Response) as well as manipulative activities. The online component of textbook is an important part of both the classroom and at home practice. Students will use the language lab once every other cycle.

## **ASSESSMENT**

Student progress is measured daily in a variety of ways. Both formal and informal assessment is important. Different forms of assessment allow for every type of student to succeed. It is extremely important to utilize the results of both formal and informal assessment in order to plan future lessons. For each lesson students are given a variety of assessment such as written quizzes and tests, essays, dialogues and individual speaking presentations, group projects, online activities, cultural assignments and listening assignments. The goal of assessment is to encourage students to succeed and become life-long language learners.

Advanced students will learn at an accelerated pace, be required to sharpen writing and problem solving skills, study in greater detail, and develop study skills for tackling rigorous course work.

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**Course #337M - SPANISH 1A 8th GRADE**

**DESCRIPTIVE OVERVIEW**

This course is open to all eighth grade students who have not taken Spanish before or who need to review the material of sixth and seventh grade Spanish. Throughout the course, students develop their listening, reading, writing, and speaking skills as well as their knowledge of Hispanic culture. This course fosters the five Cs of foreign language learning: Communication, Cultures, Connections, Comparisons, and Communities. Students are given the tools to express themselves articulately, interact meaningfully with others in both spoken and written forms, and become competent communicators in Spanish. Students work regularly with technology to enhance language learning while continuing to write simple dialogues, sentences, and paragraphs in Spanish. More complex grammatical structures are taught in order to expand the student's written and communication skills. When possible, authentic literature, music, and art are brought into the classroom.

**GOALS AND OBJECTIVES**

Students will be able to:

- converse about a variety of activities, hobbies, and family.
- greet each other and ask each other questions.
- create conversations and individual speaking presentations.
- compare American and Hispanic cultures, holidays, and customs.
- participate in culturally authentic music, media, and arts.
- relate what they learn in Spanish to other subjects they are learning.
- identify cognates, idiomatic expressions, and grammatical gender.
- use formal and informal forms of language.
- learn and use grammar in a lexical and contextual way.
- write short passages incorporating learned vocabulary and grammar.
- demonstrate an understanding of aural passages in Spanish.
- demonstrate what they have learned through various technology

**RESOURCES AND REFERENCES**

- *Español 1*, Santillana
- On-line ancillary materials: workbook, listening and speaking activities, review exercises

**INSTRUCTIONAL MODEL**

Class focus is on listening and speaking through modeling and repetition with the teacher, CDs, the text's website and DVD component. Vocabulary and grammar are presented in keeping with the theme of the chapter and are reinforced through the use of quizlet.com, socrative.com, kahoot.com, and vhlcentral.com, and Google Classroom. An activity-oriented classroom is enhanced by frequent use of visuals and Internet and writing activities. Brief readings on familiar topics build on known structure and cognates. Students will use the language lab once every other cycle.

**ASSESSMENTS**

Students are assessed in a variety of ways. They present activities orally and perform written assessments on quizzes and tests. Proficiency testing is done for each of the five skills: listening, speaking, reading, writing, and cultural appreciation. Many of the listening and speaking assessments will be conducted in the language laboratory, giving the student a more focused environment to perform assigned tasks. Short projects are

assigned throughout the term to enhance topics learned in class. Additionally, online activities and assessments assigned through the text's website will be completed regularly, either in class or at home.