

**EXPLORATORY SPANISH**  
7<sup>th</sup> grade 9 weeks

Theme	Content	Objectives
<b><i>El Secreto de la Llama</i></b> (The Llama's Secret) A legend from Perú	<ul style="list-style-type: none"> <li>Family</li> <li>Emotions</li> <li>Animals</li> <li>Culture of Perú (geography, cuisine, folklore)</li> <li>Many verbs taught through gesture</li> <li>Basic indirect object pronouns (le dice)</li> <li>Basic adjectives</li> <li>Music: El Cóndor Pasa by Daniel Alomía Robles</li> </ul>	<ul style="list-style-type: none"> <li>Identify family vocabulary, discuss and describe family</li> <li>Listen to, read and understand stories told in Spanish</li> <li>Answer questions about a text, story or conversation</li> <li>Discuss where people are from</li> <li>Retell a story in Spanish</li> <li>Use cognates to figure out meaning of new words and expressions</li> <li>Listen to, understand and respond to simple commands and requests</li> <li>Name the capital of a Spanish-speaking country</li> <li>List a fact about food in a Spanish-speaking country (Perú)</li> </ul>
<b><i>El Ratón Bilingüe</i></b> (The Bilingual Mouse) A legend from Cuba	<ul style="list-style-type: none"> <li>Family</li> <li>Culture of Cuba (geography, food, folklore)</li> <li>Expressions with tener</li> <li>Emotions</li> </ul>	<ul style="list-style-type: none"> <li>Identify family vocabulary, discuss and describe family</li> <li>Answer questions about a text, story or conversation</li> <li>Listen to, read and understand stories told in Spanish</li> <li>Discuss where people are from</li> <li>Use cognates to figure out meaning of new words and phrases</li> <li>Name the capital of a Spanish-speaking country</li> <li>List a fact about the food in a Spanish-speaking country (Cuba)</li> </ul>

<b><i>La Llorona</i></b> (The Weeping Woman) A legend from Mexico	<ul style="list-style-type: none"> <li>Family</li> <li>Emotions</li> <li>Basic Present Progressive</li> <li>Quiere + infinitive</li> <li>Culture of Mexico (geography, folklore, history of the story)</li> <li>Colors &amp; Culture through Art (La Llorona painting by Pablo Picasso)</li> <li>Music: Llorona by Chavela Vargas</li> </ul>	<ul style="list-style-type: none"> <li>Identify family vocabulary, discuss and describe family</li> <li>Answer questions about a text, story or conversation</li> <li>Listen to, read and understand stories told in Spanish</li> <li>Identify colors in a painting</li> </ul>
<b><i>El Regalo de la Diosa Luna</i></b> (The Moon Goddess' Gift) A Guaraní legend from Paraguay	<ul style="list-style-type: none"> <li>Geography</li> <li>History (Guaraní Indians)</li> <li>Culture of Southern Cone in S. America (Uruguay, Paraguay, Argentina)</li> <li>Importance of Yerba Mate in S. America</li> </ul>	<ul style="list-style-type: none"> <li>Identify countries and capitals in southern South America</li> <li>Answer questions about a text, story or conversation</li> <li>Listen to, read and understand stories told in Spanish</li> </ul>
<b>Other Topics</b> Interspersed throughout 9 weeks, before, after and in between legends	<ul style="list-style-type: none"> <li>Short stories focusing on high-frequency vocabulary</li> <li>Numbers</li> <li>Greetings</li> <li>Classroom vocabulary</li> <li>Colors</li> <li>Interrogatives (Question Words)</li> <li>Alphabet</li> <li>Adjectives and Adverbs</li> <li>Basic parts of the body</li> <li>Classroom commands</li> <li>Holidays occurring within the 9 weeks:</li> </ul>	<ul style="list-style-type: none"> <li>Count to 30</li> <li>Say hello, goodbye, yes, no</li> <li>Ask somebody how they are doing and tell them how I am doing</li> <li>Sing el alfabeto</li> <li>Retell short stories in Spanish</li> <li>Answer basic questions about a text, story or conversation</li> <li>Identify things in the classroom</li> <li>Name a popular holiday in a Spanish-speaking country</li> <li>Identify body parts</li> </ul>

# Exploratory Spanish 9 Week Curriculum

**Javier Muñoz-Basols, Elisa  
Gironzetti, Manel Lacorte**



## Exploratory Spanish 9 Week Curriculum:

**The Modern Languages Forum** ,1926      **Educational Outlook** ,1929      A Case History of the Development and Implementation of the Nine-week Course Concept at Besser Junior High School in Alpena, Michigan William Bert DesChamps,1972      Modern Language Forum ,1924      **Instruction in Foreign Languages** Helen May Eddy,1933  
*Intramural and Interscholastic Athletics* Anne Elise Pierce,Edwin Scott Lide,Helen May Eddy,P. Roy Brammell,William Claude Reavis,George Enoch Van Dyke,Robert Stose Hilpert,1933      *Bulletin* United States. Office of Education,1938  
*Ven Connmigo!* ,2003 Materials designed to be used with the Ven connmigo Spanish language program that encourage family and community participation      **Bulletin** ,1938      National Survey of Secondary Education United States. Office of Education. National survey of secondary education,1933      *American Educational Digest* ,1924      **Bulletin - Bureau of Education** United States. Bureau of Education,1933      **National Survey of Secondary Education** United States. Office of Education,1933      **Scheduling Strategies for Middle Schools** Michael D. Rettig,Robert Lynn Canady,2013-10-30 With over 150 sample schedules this book shows how scheduling strategies can enhance your school s capacity to offer exploratory courses interdisciplinary teaching teams teacher based guidance programs and other programs and practices which are responsive to the needs of early adolescents      *Nursery Schools* Cecil Branner Hayes,Elise Henrietta Martens,Florence Cornelia Fox,James Frederick Abel,Julian Edward Butterworth,Marie Margaret Ready,Mary Dabney Davis,Mrs. Katherine Margaret (O'Brien) Cook,Nathan William Newsom,Walter Herbert Gaumnitz,1932      **Why Use School Information Software?** Sue Lloyd,2010-04-30 For anyone involved in implementing or upgrading a Student Information System SIS or for those who simply want to maximize the benefits of their existing SIS this practical guide by noted expert Sue Lloyd is your first resource Why Use School Information Software answers many key questions school staff may have about their SIS software In clear direct language Lloyd explains how to reduce the costs of data management and make staff training more effective She highlights key concepts of SIS software and explores the following topics in depth Defining data management Working within a district Building your schools data foundation Constructing your staff resources Managing attendance data And much more In addition to Lloyds own experience she also uses real life stories to demonstrate how schools have underestimated the costs of such SIS systems and how this has negatively affected the district as a whole Lloyd provides workable solutions to these dilemmas and challenges educators and administrators to analyze how SIS systems impact leadership in education Essential reading for teachers transitioning into administration as well as current administration officials Why Use School Information Software serves as an indispensable tool for the educational community  
**The School Executive** ,1924      Statistics of Land-grant Colleges and Universities United States. Office of Education,1937      **Determining Water Quality of a Local Water Source with Eighth Grade Students** Angela Christine Clark-Pohlod,2003      **The Routledge Handbook of Spanish Language Teaching** Javier Muñoz-Basols,Elisa

Gironzetti, Manel Lacorte, 2018-10-17 The Routledge Handbook of Spanish Language Teaching metodolog as contextos y recursos para la ense anza del espa ol L2 provides a comprehensive state of the art account of the main methodologies contexts and resources in Spanish Language Teaching SLT a field that has experienced significant growth world wide in recent decades and has consolidated as an autonomous discipline within Applied Linguistics Written entirely in Spanish the volume is the first handbook on Spanish Language Teaching to connect theories on language teaching with methodological and practical aspects from an international perspective It brings together the most recent research and offers a broad multifaceted view of the discipline Features include Forty four chapters offering an interdisciplinary overview of SLT written by over sixty renowned experts from around the world Five broad sections that combine theoretical and practical components Methodology Language Skills Formal and Grammatical Aspects Sociocultural Aspects and Tools and Resources In depth reflections on the practical aspects of Hispanic Linguistics and Spanish Language Teaching to further engage with new theoretical ideas and to understand how to tackle classroom related matters A consistent inner structure for each chapter with theoretical aspects methodological guidelines practical considerations and valuable references for further reading An array of teaching techniques reflection questions language samples design of activities and methodological guidelines throughout the volume The Routledge Handbook of Spanish Language Teaching contributes to enriching the field by being an essential reference work and study material for specialists researchers language practitioners and current and future educators The book will be equally useful for people interested in curriculum design and graduate students willing to acquire a complete and up to date view of the field with immediate applicability to the teaching of the language

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