



# **EXCELSIOR HIGH SCHOOL**

## **MODERN LANGUAGES DEPARTMENT**

### **SCOPE AND SEQUENCE**

#### **CURRICULUM GUIDE**

**FOR GRADE SEVEN 2012 - 2013**

## **OVERVIEW**

**Students are required to master this programme in order to be prepared, at the basic level, for the brutally competitive world that awaits them.**

**This Curriculum Guide, thematically arranged with an infusion of culture, seeks to develop the linguistic and multicultural competence of our students. As a result, this guide is designed to give students and parents an overview of the requirements , as well as materials needed for class. A list of objectives associated with each course , and a timeline within which these objectives will be achieved have been compiled in this document.**

**Students are encouraged to use this document to their advantage, making constant reference throughout the year. It is our hope that this document will help parents and students in having a successful academic year.**

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**MODERN LANGUAGES DEPARTMENT CURRICULUM GUIDE FOR  
GRADE SEVEN SPANISH**

**INTRODUCTION**

This curriculum is thematically and contextually organized so that the nation’s children may better appreciate the acquisition of a second language. It is also geared towards drawing on the students’ experiential background while creating a learning environment that caters to the students’ individual needs. This curriculum guide also serves to expose our students to the cultural practices that define the Latin-American people with a view of deepening their appreciation for not only their own culture but that of others.

| <b>TERM ONE</b>  |   |  |  |   |  |
|--|---|--|--|---|--|
| <b>STRUCTURE/ CONTENT</b>  | <b>OBJECTIVES</b>   | <b>RESOURCES</b>   | <b>ASSESSMENT</b>  | <b>TEACHING STRATEGIES</b>                              | <b>DURATION</b>  |
| <p><b>Diagnostic Test</b></p><br><p><b>Greetings, Welcome and Farewell</b></p> <ul style="list-style-type: none"> <li>• Bienvenidos/Saludos/</li> <li>• Despedidas</li> </ul> <p>Related vocabulary<br/>(hola, buenos días, buenas tardes, buenas noches, bienvenido/a, bienvenidos/as, mucho gusto, el placer es mío, encantado/a hasta pronto, hasta la vista, hasta luego, adiós, chao)</p> <p><b>Major Task 1– Role play</b></p> | <p>To ascertain what the incoming students know about Spanish and the world of its speakers.</p><br><ul style="list-style-type: none"> <li>• greet persons at different times of the day</li> <li>• welcome person/s to different environment, primarily their classrooms and express the pleasure of meeting them</li> <li>• bid farewell</li> </ul> | <p>Test Papers</p><br><p>Viva Book 1<br/>Dime Book 1</p> | <p>Written Test</p><br><p>Listening, Oral and written activities</p> | <p>Chain Drills</p> <p>Questioning</p> <p>Role Play</p> | <p>1 hour<br/>(during the first week)</p><br><p>Weeks 1 –2<br/>(September)</p> |

**TERM ONE (Continues)**

| STRUCTURE/ CONTENT   | OBJECTIVES  | RESOURCES   | ASSESSMENT   | TEACHING STRATEGIES  | DURATION   |
|--|---|---|--|--|--|
| <p>Importance of Language Acquisition and Location of Spanish –speaking countries</p> <ul style="list-style-type: none"> <li>• Importance of learning a foreign language</li> <li>• Careers that require the use of a foreign language</li> <li>• Identification of Spanish-speaking countries and their capitals</li> <li>• El alfabeto</li> </ul> <p>Mi Familia y Yo En Casa</p> <ul style="list-style-type: none"> <li>• ¿Cómo te llamas?/¿Cuál es tu nombre?</li> <li>• ¿Cómo se llama tu madre/ ¿Cuál es el nombre de tu madre?</li> <li>• Cómo estás?</li> </ul> | <p>demonstrate an understanding of the importance of learning a foreign language</p> <p>pronounce the letters of the Spanish alphabet as well as spell some of the names of countries that they have been exposed to</p> <p>spell their names in Spanish<br/>introduce themselves<br/>ask and say the names of members of the family</p> <p>express different states of being</p> | <p>Newspapers<br/>Clippings<br/>Audio-Visual<br/>Aids</p> <p>Charts</p> <p>Dime bk 1</p> <p>Dime bk 1</p> | <p>Oral presentations</p> <p>Written activities</p> <p>Observation –<br/>Listening keenly to students</p> <p>Dialogue creation</p> <p><b>1<sup>st</sup> MONTHLY TEST</b><br/>(40% dialogue Presentation)</p> | <p>Drills</p> <p>Questioning</p> <p>Role Play</p> <p>Questioning</p> <p>Cooperate grouping</p> | <p>Weeks 3-4<br/>(September)</p> <p>Week 1<br/>(October)</p> <p>Week 2<br/>(October)</p> |

**TERM ONE (continues)**

| STRUCTURE/ CONTENT  | OBJECTIVES   | RESOURCES                                   | ASSESSMENT   | TEACHING STRATEGIES | DURATION                   |
|---|--|---|--|---------------------|----------------------------|
| Nota Cultural   | Allow students the opportunity to explore- how Hispanics greet each - Saints names and names of famous people in Spanish | Viva bk 1<br>Dime bk 1<br>Internet Articles | Quiz   | Discussion          | <b>October to December</b> |
| •El tiempo  | express basic weather conditions   | Viva bk 1<br>Dime bk 1                      | Oral presentations<br>Creation of basic weather charts | Cooperate Grouping  |                            |
| •Los números ( 1– 31  | count 0-31   | Games                                       | Bingo, Snake and Ladder                                | Observations        |                            |
| •Los meses del año  | state the months of the year correctly   | Dime bk 1                                   |  | Songs               |                            |
| •Los días de la semana<br>•¿Qué día es hoy?                               | state the days of the week using complete sentences  | Dime bk 1                                   | Matching Activities                                    | Discussion          |                            |
| •¿Qué fecha es hoy?   | state dates using complete sentences   |   |  |                     |                            |
| • <i>Nota Cultural</i>  | <i>important dates/events celebrated in Hispanoamerica</i>   | Internet Articles                           | Quiz   | Discussion          |                            |
| •¿Cómo eres?  | describe themselves  | Dime bk1                                    | Work sheets  | Discussions         |                            |
| •¿De dónde eres?<br>•¿Cuál es tu nacionalidad?<br>•¿Cuál es tu profesión? | state where they are from, their nationalities and professions   | Dime bk 1                                   |  |                     |                            |
| •¿Cuándo es tu cumpleaños?<br>•¿Cuántos años tienes?                      | state when they celebrate their birthdays<br>State their birthdays   |   | <b>2nd MONTHLY TEST</b>                                |                     |                            |

## Term Two

| STRUCTURE/ CONTENT  | OBJECTIVES   | RESOURCES                          | ASSESSMENT   | TEACHING STRATEGIES           | DURATION                      |
|---|--|------------------------------------|--|-------------------------------|-------------------------------|
| <p><b>¿Qué quieres?</b></p> <ul style="list-style-type: none"> <li>¿Qué quieres?- la comida</li> <li>¿Qué quieres hacer?</li> <li>¿Qué quieres ser ?</li> </ul> | <p>state what they like to eat and drink</p>   | <p>Dime Book 1<br/>Viva Book 1</p> | <p>Written activities<br/>Role play<br/>Written activities (cloze exercises)</p> | <p>Questioning<br/>Drills</p> | <p>Weeks1-4<br/>(January)</p> |
|   | <p>state what they want to do at home, school and during their free time/ holidays</p> |                                    |  |                               |                               |
| <p><b>¿Qué te gusta/gustaría?</b></p> <ul style="list-style-type: none"> <li>¿Qué te gusta?</li> <li>¿Qué te gusta hacer?</li> </ul>                            | <p>state what they like (food, subjects, sports)</p>                                   | <p>Dime Book 1<br/>Viva Book 1</p> | <p>Dialogue presentations</p>  | <p>Discussions</p>            | <p><b>March–April</b></p>     |
|   | <p>state what they like to do</p>  |                                    |  |                               |                               |
| <ul style="list-style-type: none"> <li>¿Qué te gustaría hacer?</li> <li>¿Qué te gustaría ser?</li> </ul>  | <p>state what they would like to do</p> <p>state what they would like to become</p>    |                                    |  |                               |                               |

## Term Three

| STRUCTURE/ CONTENT  | OBJECTIVES  | RESOURCES  | ASSESSMENT   | TEACHING STRATEGIES                                  | DURATION                         |
|---|---|--|--|--|----------------------------------|
| <p><b>En Tu Casa</b></p> <ul style="list-style-type: none"> <li>•¿Dónde vives ahora?</li> <li>•Vives en una casa o en un apartamento/¿Cómo es?</li> <li>•Los colores- ¿De qué color es?</li> <li>•¿Cuántas habitaciones hay en tu casa?</li> </ul>                      | <p>describe their dwellings<br/>state the colours of their homes and<br/>the rooms in the house<br/>state the number of rooms in the house.</p>   | <p>Dime bk 1<br/><br/>Colour Wheel<br/>Model House</p>   | <p>Composition</p> <p><b>3<sup>rd</sup> Monthly Test</b></p>   | <p>Questioning<br/><br/>Simulation<br/>Exercise</p>  | <p><b>Weeks1-2<br/>(May)</b></p> |
| <p><b>El Viaje</b></p> <ul style="list-style-type: none"> <li>•¿A qué país te gustaría visitar?<br/>Y ¿Por qué?</li> <li>•¿Cómo viajas a la escuela?</li> <li>•¿Qué haces todos los días?</li> <li>•¿Qué hora es?</li> <li>•¿A qué hora llegas a la escuela?</li> </ul> | <p>students must be able to<br/>state the country they want<br/>to visit and why</p> <p>state how they travel to<br/>school<br/>explore other modes of<br/>transportation<br/>state what they generally do<br/>after school, on the<br/>weekends as well as during<br/>the summer holidays</p> <p>state the time – minutes pass<br/>and to the hour</p> <p>state how they travel to<br/>school in the</p> | <p>Visual presentation<br/>showcasing<br/>countries from Cen<br/>Amer and the<br/>Caribbean</p> <p>Viva bk 1</p> <p>Video clip</p> <p>Analog clock</p> | <p><b>A written project<br/>A country of choice<br/>That the student<br/>Would like to visit</b></p> <p>Oral Presentation<br/>based on Video<br/>Clip</p> <p>Work sheet</p> <p><b>End of Year<br/>Exam</b></p> | <p>Discussion<br/><br/>Interview<br/><br/>Drills</p> | <p><b>May—June</b></p>           |