

Middle School Spanish Scope and Sequence

Standard	Prepared Writing	Spontaneous Writing	Rehearsed Speaking	Spontaneous Speaking	Listening	Reading	Culture, comparisons, connections
	Students are able to compose a piece of written Spanish with opportunities to rewrite and revise to fix errors. (Productive Language skill. More challenging)	Students are able to communicate effectively in written form without revision. (Productive language skill. Most challenging)	Students are able to present in Spanish with ample time to prepare prior to speaking. (Productive Language skill. More challenging)	Students are able to participate in a conversation in Spanish without prior preparation. (Productive Language Skill. Most challenging)	Students can understand and respond to Spanish that they hear. (Receptive language skill. Develops early in the language acquisition process)	Students can understand and respond to Spanish that they read. (Receptive language skill. Develops early in the language acquisition process)	Students study cultural perspectives, products and practices while making comparisons and connections to their own lives.

Units	La Familia	Los Pasatiempos	Stem-Changing Verbs	En La Ciudad	El Mapa/El Mundo Hispanohablante	En La Sala De Clases	Las Clases Y El Horario	Para Ir De Compras
Vocabulary Topics/Themes	Family member terms, possessive adjectives, comparisons	Hobby vocabulary and other common verbs, Frequency words, the verb GUSTAR, other words such as someone, no one, everyone, almost,	Verbs with a stem change. These are also fairly common verbs that use the regular endings from the previous unit but are irregular in a different way. The irregularities will follow the same pattern.	Common places around town, location phrases, vocabulary associated with activities at some of those places.	Spanish speaking countries and capitals, cardinal directions, nationalities, continents/regions where Spanish is spoken.	Common classroom items and places around the school, other high frequency classroom verbs, numbers 101 and up	Common classes, telling time vocabulary, class descriptions, ordinal numbers	Shopping vocabulary, clothing, colors, materials, clothing patterns
Grammar Topics	Noun/adjective agreement (including possessive adjectives), the verb TENER, stating someone's age, Possession with DE (Spanish's version of the 's)	Regular present tense AR/ER/IR verbs, The verb GUSTAR in the singular forms, frequency of activities	Stem changing verbs (also called boot verbs).	The verb ESTAR to talk about where things are located in town, the verb IR to talk about where you're going, PARA to talk about what you do at various places. Spanish Contraction words.	Estar + location, Describing and identifying the location of countries on a map, asking questions	Direct object pronouns (maybe).	Telling time, discussing what you need to do to be successful in each of your classes, discussing your daily schedule, ordinal numbers	Describing clothing with colors and materials and how to choose the correct sentence structure, discussing prices, noun/adjective agreement
Potential Review Needed	Noun/adjective agreement, subject pronouns, the verb tener. Numbers 0-100.	Subject pronouns	Regular present tense verb endings. Subject pronouns.	Verb conjugations, hobby vocabulary. Gustar. Students will also most likely need a review of East/West and Left/Right when it comes using these directions to describe places on a map. Using these accurately in a sentence is a frequent area of confusion.	Basic question words, sentence structure for questions. Spanish contractions.	Numbers 0-100, Verb conjugations with 1 and 2 verbs in a sentence, high frequency irregular verbs like TENER, IR, HACER and QUERER	Classroom items, Numbers 0-30/60, noun/adjective agreement	Weather phrases, numbers, noun/adjective agreement and word order, comparisons